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ABSTRACT

Nursing practice in North Dakota was studied as part the development of a statewide nursing resource planning system. In addition to the current scope of nursing practice, the study investigated: (1) specific competencies currently targeted by nursing education; (2) differences in specific competencies endorsed by nurses with various education preparations as observed by nurses within the state, and (3) employer's observations of minimum educational preparation required for safe performance of the competencies. Four educational levels of nurses were sampled: licensed practical nursing, diploma in nursing, associate degree in nursing, and baccalaureate in nursing. The master's in nursing and doctorate in nursing groups were censused. Employers of nurses were also censused: hospitals, nursing homes, community health agencies, home health agencies, and clinics. The Kentucky Nursing Delineation Study (1982) list of nursing tasks was used for the item pool of nursing skills. In addition to biographical information, content analysis was undertaken of clinical, research, education, and administrative domains, along with process areas (e.g., planning, and evaluation). A total of 422 nurses, 14 nurse educators, and 145 nurse employers responded to the surveys, which are appended, along with detailed statistical findings. (SW)

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NORTH DAKOTA

STATEWIDE NURSING STUDY

DELINEATION OF NURSING PRACTICE

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PHASE II

NORTH DAKOTA STATEWIDE NURSING STUDY

PHASE II

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DELINEATION OF NURSING PRACTICE
****

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Foreword

This report regarding delineation of nursing practice in North Dakota represents one segment of a research project to develop a coordinated statewide nursing resource planning system. This research project has been administered under the guidance and funding of the North Dakota Board of Nursing.

Acknowledgement and appreciation are extended to the numerous individuals and organizations whose support and active involvement in the research project have made this study possible. Sharon Walker did all of the computer work under the direction and supervision of Dr. Smith. Appreciation is extended to each of the 582 survey respondents and specifically to:

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INTRODUCTION

The purpose of the Statewide Nursing Study is to provide information to the North Dakota Board of Nursing for decision-making and planning directed towards meeting the nursing needs of the citizens of North Dakota. The Board of Nursing has had numerous concerns during the past four years regarding nursing and its implications within the State of North Dakota. The Board's concerns include: 1) making decisions regarding the numbers and types of educational programs to prepare nurses 2) determining the scope of nursing practice in view of rapidly changing medical technology and 3) the basic question of preparation needed for practice. In order to address these concerns the Board determined that a systematic, state-wide, comprehensive study of nursing was needed.

The proliferation of nursing programs has been the greatest concern to the Board, particularily in light of the current controversy over the nursing shortage. Since the last study (Up-Date of the Need to Know-1976) four LPN programs have been initiated with one subsequently closing. Two additional LPN extension programs have been approved. The number of RN programs has remained the same, but one program has been granted an extension program. One RN program is also undergoing extensive study to determine the feasibility of becoming a baccalaureate program. A Master's program in Nursing has begun. A second college is conducting a feasibility study with a target date of 1984 for beginning the Master's program. There have

been other requests from four different institutions for information regarding initiating nursing programs in those agencies.

The Board's initial objective is to provide safe practitioners for the public and as such, needs information to make decisions regarding: 1) determination of current practice 2) determination of continuing competency for relicensure and 3) career mobility. The Board has received numerous requests from various agencies asking if nurses are permitted under law to do such things as insert intrathecal catheters, administer continuous intravenous narcotics, serve as "first scrub", or prescribe "over the counter" medications. What might be safe in a large hospital with a variety of personnel involved in decision-making, might simply not be feasible in a smaller institution. However, if the Board gives an opinion it cannot be geographical in nature. In conducting a comprehensive study, sufficient data should be generated to at least establish a baseline of practice.

The Board of Nursing committed financial resources in July, 1983 to complete the Statewide Nursing Study. Neil Clark, Ed.D. was hired by the Board to design and implement the study. David Smith, Ph.D. was hired by the Board to provide data analysis and interpretation. The study was designed to be completed in three phases. Phase I was designed to investigate nursing manpower demands

and resources. Phase II was designed to investigate the current scope of nursing practice. Phase III will provide the final report and recommendations for future planning.

CHAPTER I

DELINEATION OF NURSING PRACTICE

The phase II objectives of the North Dakota Statewide Nursing Study are:

1) To investigate the current scope of nursing practice in North Dakota.

2) To investigate specific competencies currently targeted by various nursing education resources within the state.

3) To investigate differences in specific competencies endorsed by nurses with various education preparations as observed by nurses within the state.

4) To investigate employer's observations of minimum educational preparation required for safe performance of specific competencies.

Unfortunately, the competencies required of nurses are complex and therefore the delineation of nursing practice (job design) is also complex. Without specificity in nursing role function, confusion and stress resulting from "inappropriate" utilization are more likely. Inappropriate utilization refers to "underutilization" of skills or "stretching" beyond one's training or skills repertoire. Since new skills are continually being required nursing should have a

means of designating the "work group" that should develop mastery of the new skills identified. The educational resources for that group can then initiate the necessary changes in curriculum or practicum and a new resource pool is developed with the newly identified skills.

The data gathered in this study can be made available to all interested audiences for analysis and planning purposes. Through research the ND Board of Nursing can gather data that attempts to improve the quality of nursing practice as well as the organizational functioning of the ND nursing manpower pool. More specifically, the Board of Nursing is seeking answers to the following questions:

1. Are the competencies for various educational preparation levels of nurses in ND clearly differentiated as observed by ND nurses with these educational backgrounds?

2. What competencies are currently being targeted by by the various educational resources for nurses within the state of ND?

3. Do employers of nurses in ND clearly differentiate minimum educational preparation for safe performance of various nursing competencies?

DELIMITATION OF THE STUDY

Participation in this study included observations from five different educational levels of nurses in North Dakota. Four educational levels of nurses were randomly sampled (LPN, D, AD, BS). The fifth educational level (MS/PHD) was censused. Nurse employers in North Dakota censused in the study included: Hospitals (small, medium, large), Nursing Homes (small, large), Community Health Agencies, Home Health Agencies and Clinics. The entire population of nursing education resources in North Dakota censused in this study included: 5 LPN programs, 2 AD programs, 3 D programs, 2 BS programs and 2 MS programs. Two BS programs were not included in the study because they coexist with two MS programs.

The results of this study can therefore be generalized to nursing populations in North Dakota represented by the various groups sampled or censused. The results can also be generalized to nursing employers and nursing educators censused in the study. There may be some implications for other states with similar socio-economic factors.

DEFINITION OF TERMS

Terms which are frequently used and which are of particular importance in this study are defined as follows:

Articulated Nursing Education. A sequence of academic advancement planned between nursing programs to increase educational and career mobility without duplication of previous learning experience.

Associate Degree in Nursing. Basic nursing education generally provided in a two-year community college that leads to an associate degree in nursing.

Baccalaureate in Nursing. Basic nursing education provided through a four year college or university that leads to a bachelor's degree with a major in nursing.

Career Development Practices. Refers to a health care agency's system for promotion of nurses to recognize and reward individuals for education, experience and performance in nursing practice. Career development practices may be differentiated by roles, functions, educational degrees and/or performance criteria.

Career Mobility. The ability to provide plans for upward movement, expanded roles, expanded competencies, expanded education, responsibility and reward within the same field.

Competency. The possession of a definitive skill. The capacity to perform a specific skill. Skill, competency and task are interchangeable terms in this study. Tasks are smaller subdivisions of jobs consisting of "work units" or elements which can be moved independently from one job to another. In principle, someone other than the performer must potentially be able to use or consume the task (skill) output.

Community Health Nursing. Refers to the application of prevention, health promotion and maintenance services to populations of individuals and groups within their own environment of home, school, or work place.

Diploma in Nursing. Basic nursing education provided in a two-year or three-year hospital based program that leads to the diploma in nursing.

Doctorate in Nursing. The focus of doctoral education in nursing may be on clinical competence, theory development and research, preparation for functional role or any combination of the above. The title of the degree awarded depends on the individual institutional policy and the purpose of the program.

Intergroup Relations. Organizational Development (OD) strategies that focus on the interfaces of different work groups. In this study interfaces occur between different educational levels of nurses, employers and educators of nurses, nurses and employers of nurses, and nurses and educators of nurses. OD strategies often focus on the management and resolution of intergroup conflicts and the removal of disagreement.

Job Design/Enlargement. OD strategies that focus upon the technical aspects of the job (task design, assignments making up jobs) and the social structures that support it. Job design and enlargement attempt to increase satisfaction and performance by building in greater variety, discretion (autonomy), feedback, identity, and responsibility for whole task completion (Friedlander & Brown, 1974).

Job Enrichment. OD strategies that focus on restructuring the content of a set of jobs or functions. Job enrichment attempts to enhance the achievement, challenge, and growth dimensions of jobs by collapsing various job functions into a single more responsible function (Friedlander & Brown, 1974).

Master's in Nursing. A graduate degree program in nursing in which students acquire advance knowledge from the biological and social sciences and develop competency in selected specialized clinical areas (e.g. gerontology, pediatrics, or psychiatric nursing) and functional areas (e.g. such as nursing education, research, administration, or clinical nursing).

Organizational Development. OD is a coherent, systematically planned, sustained effort at system self-study and improvement. The goals of OD include improving both the quality of working life for the individual as well as the organizational functioning and productivity with a direct or indirect focus on educational issues (Fullan, 1980). OD has been applied in government agencies, public schools, higher education, health care systems and business/industrial settings.

Synthesize. Synthesize refers to bringing together various elements into a whole. To form by bringing together various elements.

Task. A task is defined so that it can identify a unit of work. The task is conceptually smaller than the job as a whole. The task can be a part of a series of work activities which are steps leading to the production of final products or services. Tasks are smaller subdivisions of jobs consisting of "work units" or elements which can be moved independently from one job to another. In priniciple, someone other than the performer must potentially be able to use or consume the task (skill) output.

Triangulation. Refers to combining data from three sources into a common data set for analysis and planning. This offers the potential to increase efficiency through consolidation, coordination and feedback of data to organizational planners. Where there is consensus or agreement among two of the data sources the effort is then extended to resolve identified differences with the third data source.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explores organizational productivity as the quality of the relationship between the people who do the work and the jobs they perform. O'Toole (1975) indicates that many people are underutilized and underchallenged at work. Moreover, there appears to be plenty of room for improving the fit between people and their jobs. The question becomes, "How can we design jobs that simultaneously foster high work effectiveness and high satisfaction of personal needs?"

Approaches to Work Design

Improving selection, placement and training procedures is one way of improving the fit between people and jobs. Identifying the characteristics of the jobs and assessing their congruence with applicant traits is the primary task. However, if the problem is one where the applicants are overqualified to do the work, improved selection and placement procedures will provide little assistance in improving work effectiveness, satisfaction and/or retention of employees. Within most organizations, there exist more "simple, routine" jobs than "challenging, complex" jobs. Moreover, most managers hold the reasonable view that the organization's human

resource pool be as educationally advanced (high-level) as possible.

The most prevalent view of work design is best described in an analogy with a child's pegboard. The holes in the pegboard can be seen as jobs. The pegs are the people who must fit those jobs. Organizations go to great lengths to get the pegs to fit the holes. Hundreds of pegs may be gathered (recruitment procedures) to find the ones that approximately fit the holes. The ones that appear to be about the right size are selected and assigned to holes that seem to best match them (placement), and then they are shaved and sanded to make the fit between the peg and the hole even better (training). If the peg still won't fit the hole we may take a wooden hammer and beat on the peg a bit to force it in (supervisory practices and motivational programs). Perhaps we should be as willing to change the holes as well as the pegs to achieve a good match.

Behavioral approaches to work design attempt to activate employees by providing jobs that include: 1) high task stimulation and 2) high task variety. Job rotation was one of the more popular behavioral approaches applied in work design. Unfortunately, there are inevitable decreases in activation levels over time, even with job rotation. Work motivation can be enhanced by adding recognition, achievement, responsibility, advancement and personal growth. When this is done a job is said to be "enriched". Changing work schedules and reward contingencies can have positive effects on employees,

but it does little to change the structure of the work itself. Moreover, enriching jobs can only be effective when an employee shows a readiness for new responsibilities. Other behavioral approaches to the design of work focus on the objective characteristics of people's jobs. Skills, tasks, level of autonomy and feedback are important characteristics of jobs worthy of analysis. Most job design efforts involve objective analysis of the jobs and the people who do them.

Sociotechnical systems approaches investigate both the technical (objective characteristics) and the social characteristics of work design (individual differences, organizational context, work group composition). The sociotechnical approach focuses squarely on the work people perform in organizations. It deals separately with the design of work for individuals and the design of work for groups. It deals explicitly with individual differences and systemic context. It emphasizes the importance of collecting diagnostic data before a work system is changed. It links the theory of behavior in organizations with practical technologies for the design of jobs.

Since individuals and groups differ in knowledge and skill levels it is essential to analyze or identify the skills and knowledge possessed in the current work groups. It is also essential to identify the skills and knowledge required for different jobs existing within the work system. Only after a thorough study of the people and the jobs can managers begin to make more effective employee selections, placements and/or job design efforts. An important

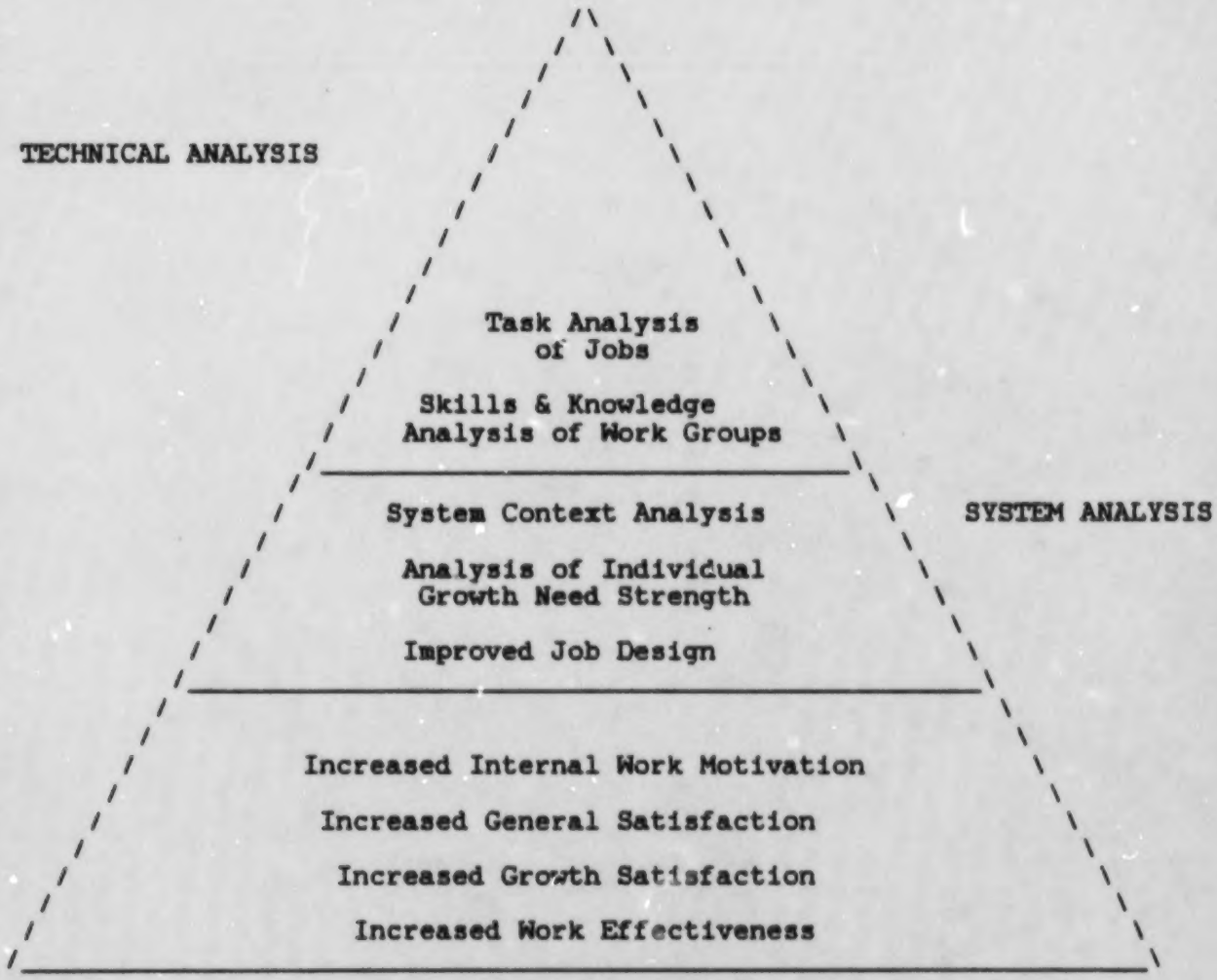
moderating variable however, is the growth need strength of the individual. People low in "growth need strength" will react positively to simple job designs and negatively to complex or "enlarged jobs". People high in growth need strength will react positively to "complex jobs" and negatively to "simple jobs". Therefore, the psychological needs of the people doing the work will determine their response to job design efforts providing increased motivating potential in the objective job characteristics.

Hackman and Oldham (1976) have shown that personal outcomes associated with improved job design include increased "internal work motivation, general satisfaction and growth satisfaction". Improvements in work effectiveness are generally expected with improvements in work design. The fact that general satisfaction is shown to increase with improved job design creates the expectation that attendance at work should improve and turnover should be less frequent.

Figure 1 shows the general theory of job design from a sociotechnical systems approach. A skills analysis of job requirements is needed. A technical analysis of skills and knowledge existing in current work groups is needed. An analysis of the work system is also needed to determine if job design efforts are feasible. An analysis of the growth need strength of the individuals within the work groups is needed. Job design is implemented based upon the

Figure 1

SOCIOTECHNICAL SYSTEMS MODEL OF JOB DESIGN



results of the above investigations. Evaluation of the outcomes of job design efforts should include measurements of work motivation, general satisfaction, growth satisfaction and work effectiveness. If desired outcomes are obtained the job design effort was effective.

This research attempts to provide a technical analysis of nursing skills currently possessed by various nurse groups (human resource pools) as defined by nursing educational preparation. Nursing skills were grouped into various "job clusters" by previous research results from Kentucky's Nursing Delineation Studies (1982). This research examines the "fit" between these job designs and existing nursing resources. This research is viewed as a technical analysis of nursing within the sociotechnical systems theory of job design. This research effort deals explicitly with the objective characteristics of nursing jobs (tasks) and the design of work for different groups of nurses. This research is focused "only" on the technical analysis component of the sociotechnical systems model presented in Figure 1.

Career Development Practices

Career development refers to a process by which a synthesis is worked out between employee aspirations and the opportunities for mobility that are present in the work environment. Ideally, this synthesis will result in fulfillment of both individual and organizational objectives (Van Maanen and Schein, 1977). Job rotation, promotional systems and career planning workshops are popular methods of career development.

Some employees may attempt mastery of a more "complex" job and find that they are "overstretched". That is to say, they do not possess sufficient knowledge and skill for the task requirements of the job. Other employees may be fulfilled in the current job they are in. Another group of employees may want to pursue a growth cycle. They pursue mastery of one enriched job and then later determine that they would like even more responsibility and additional task requirements.

It is essential that compensation practices differentiate between simple jobs and complex jobs. In other words, rewards should be contingent upon the level of contributions made and responsibilities assumed within the organization. Supervisory practices need to support career development efforts. This support can be provided through counseling, training, evaluation, goal-setting, and further job enrichment efforts.

The work effectiveness of various work groups is clearly related to the level of skill/knowledge they possess, the clarity of the task requirements and the interpersonal dynamics of the work group. Career development practices should be based on a thorough analysis of the variables discussed above.

Implementing Changes in Work Systems

The first step in improving work systems is to determine if there is a need for work redesign. If need is determined, these eight questions have to be answered: 1) Is job design feasible in this system? 2) Should job designs be individual or group designs? 3) Should job designs be research based or intuitive? 4) Should job designs be tailored to organizational units or implemented broadside throughout the organization? 5) Should the designs come from top management down, or should the employees participate in job design? 6) Should job design involve consultants from other units affected or should there be full scale collaboration between units? 7) What organizational supports can be provided to facilitate interpersonal processes involved in the design effort? 8) How can the effects of the design changes be evaluated? If these questions can be answered with reasonable consensus across managers then the likelihood of successful organizational development through job design is greatly enhanced.

CHAPTER III

METHODOLOGY

This study was designed for the purpose of delineating nursing practice of ND nurses with various educational preparation levels as observed by nurses, nurse educators and nurse employers. The conceptual model for the research approach is based on concepts central to Organizational Development. Educational levels of nurses provide the central organizing theme to the delineation studies.

For conceptual purposes it may be easier to view the design of this research as three separate studies that interrelate for comparative analysis and organizational development planning. The first study (Study I) focuses on delineation of nursing skills by educational preparation as observed by nurses with various educational backgrounds. The second study (Study II) focuses on the delineation of nursing skills as observed and targeted by nurse educators from various educational programs. The third study (Study III) focuses on minimum educational preparation essential for safe performance of nursing skills as observed by nurse employers. The nursing skills item pool was identical for all three groups surveyed.

Population

The North Dakota nursing population investigated in this study consisted of 2382 Licensed Practical Nurses and 4550 Registered Nurses. The names and addresses of these nurses were obtained from the computer storing the state's nurse licensure data. North Dakota has a total of 16 nursing education programs: 5 LPN, 2 AD, 3 D, 4 BS, and 2 MS. It should be mentioned that 2 BS programs were not included in the study because they coexist with 2 MS programs. Employers censused in this study totaled 196: 38 small hospitals, 11 medium hospitals, 15 large hospitals, 53 small nursing homes, 17 large nursing homes, 19 community health agencies, 17 home health agencies and 26 clinics. Schools, industry and private offices were not included in the nurse employer population censused because they represent a relatively small percentage of nurse employment in ND.

Samples

The total number of nurses surveyed in Study I was 735. The 158 LPN nurses surveyed were randomly selected from a pool of 2382

LPN's with LPN educational background. The 157 AD nurses were randomly selected from a pool of 648 RN nurses with AD educational backgrounds. The 161 D nurses were randomly selected from a pool of 2576 RN nurses with D educational backgrounds. The 151 BS nurses were randomly selected from a pool of 1218 RN nurses with BS educational backgrounds. The 108 nurses with MS/PhD educational backgrounds were censused. Only 4 of this latter group had doctoral level educational backgrounds.

Study II censused the entire population of nursing education programs in ND with the exception of two BS programs that coexist with two MS programs. THe total population censused in this study was 14.

Study III censused 196 employers of nurses in North Dakota.

Instrument

The Kentucky Nursing Delineation Study (1982) list of nursing tasks comprises the item pool of nursing skills for this research instrument. The tasks were selected and validated in the following manner.

1) A master list attempted to identify all nursing tasks.

2) Each task was systematically described according to a strict definition of the term "task".

3) Each task description was scaled for the type and level of skill required for its successful performance and annotated regarding which part(s) of the task requires it.

4) Each task description was also scaled for the type and level of knowledge required for its successful performance and annotated regarding which part(s) of the task requires it.

5) The task list, descriptions and skill/knowledge scalings were reviewed for accuracy and comprehensiveness by external consultants; revisions and corrections were made as appropriate. Intragroup validation continually occured as the preceeding steps were conducted. The external consultants referred to had expertise in one or more of the following areas: nursing administration, clinical nursing, nursing education, or nursing research.

6) The tasks were then rank-ordered by skill/knowledge complexity.

7) Tasks were then grouped by cluster analysis to identify groups of tasks based on skills/knowledge ranks.

8) Levels of tasks within groups were then determined by the weighted skill/knowledge values.

9) Job Descriptions and corresponding educational objectives were compiled from the task data for each level of practice.

The conceptual framework to assess the comprehensiveness of the tasks included a content analysis of clinical, research, education and administration domains. Nursing process content (assessment, diagnosis, planning, implementation and evaluation) was also assessed in the content analysis. The total nursing skills item pool for this instrument is 263 items. The technical adequacy of this item pool is substantial due to the intragroup validation process.

The list of skills included in the instrument are not intended to be comprehensive but are intended to be representative. An additional 250 competency items could be studied the following year, the year after etc. Eleven biographical questions were also included in the instrument making the total item pool 274.

Procedures for Data Collection

The Nursing Delineation Survey I was mailed to 735 nurses on November 2, 1983. Appendix A shows the cover letter that accompanied the survey sent to nurses. Appendix B shows Nursing Delineation Survey I in its complete form. The Nursing Delineation Survey II was

sent to 14 nurse educators on November 2, 1983. Appendix C shows the cover letter that accompanied this survey distribution. Appendix D shows the Nursing Delineation Survey II in its entirety. The Nursing Delineation Survey III was sent to 196 nurse employers on November 2, 1983. Appendix E shows the cover letter that accompanied this survey distribution. Appendix F shows the Nursing Delineation Survey III in its entirety. Appendix G shows a follow-up letter sent on December 14, 1983 to prompt all delinquent respondents.

Data Analysis

An IBM #370/158 computer located at North Dakota State University was used for data analysis. The software system utilized for this research was the Statistical Analysis System (SAS). The survey data was analyzed by grouping into three classifications: Nurses, Nurse Educators and Nurse Employers.

The Nurses' data (excluding biographic data) was then grouped into two classifications: 1) possess the skill and 2) doesn't possess the skill. Frequencies and percentages were then obtained for each of the five education levels investigated. The 252 skill items were then grouped according to the skill/knowledge complexity ranks predetermined by the cluster analysis results in the Kentucky Nursing Delineation Study (1982). The mean number of skill items obtaining

yes responses within each cluster level were calculated for each education level investigated. A few selected skill items within each education level were analyzed by frequency of performance, setting type and years of work experience.

The Nurse Educators' data (excluding biographic data) was grouped into two classifications: 1) program graduates possess the skill and 2) program graduates don't possess the skill. Frequencies and percentages were then obtained for each of the five education program levels investigated. The 252 skill items were then grouped according to the skill/knowledge complexity ranks (as indicated above) and the mean number of skill items obtaining yes responses within each cluster level were calculated for each education program investigated.

The Nurse Employers' data (excluding biographic data) was grouped into five classifications according to the minimum educational preparation required for safe performance of a particular skill. The five classifications are: LPN, AD, D, BS, and MS/PhD. The mean number of items for which a given educational classification was observed as "minimum preparation required" was then calculated for each cluster level according to the skill/knowledge complexity ranks (as indicated above).

The results from the three surveys were then analyzed by making item by item comparisons of observations provided by Nurse

Educators, Nurses and Employers. The researcher used a 33% difference between groups as an indication of substantial incongruence. The organizational development goal is to obtain more congruence between the groups. The rationale is as follows: Nurse educators should design curriculum that provides an appropriate knowledge base for a definitive scope of practice. Nursing practice should be more congruent with educational preparation. Nurse employers should design jobs that are more congruent with nurses' scope of practice. It is not assumed that perfect congruence is attainable. Greater consistency between what is taught, what is practiced and what is requested by employers is the developmental goal. The organizational improvements result from a gradual change process involving intergroup relations (see definitions), continued research and problem-solving groups (special task forces). A task-force is needed to determine action plans regarding the targeted skills, their required knowledge base, and their inclusion or exclusion in a nurse's scope of practice. The task force should inform nurse employers of their decisions and assist them in making improvements in nurse utilization and job design.

CHAPTER IV

RESULTS

This chapter reports the results obtained from the methods and procedures described in Chapter III of this study. Tables are presented showing distributions of respondents, responses to biographic survey questions, analysis of skill clusters by group and level, triangulation comparisons of each skill for each nurse group, and summative analysis of the delineation data.

Survey Respondent Biographics

Table 1 shows the percentage of delineation surveys returned by groups. The return rate was substantial for all groups surveyed. Therefore, the representativeness of our data should have adequate external validity. That is to say, we can make generalizations in our discussions to the populations sampled or censused. The total return rate across all groups included in the study was sixty-one percent.

Table 2 shows the distribution of group characteristics for the Nurse respondents in the study. The educational backgrounds of nurses were evenly distributed across the five educational preparations surveyed. About seventy percent of the nurses sampled were under thirty-nine years of age, which suggests a relative young human resource pool. About seventy-six percent of nurses surveyed graduated within the last fourteen

Table 1

Percentage of Nursing Delineation Surveys
Returned by Educators, Employers and Nurse Subgroups

Nurse Group	Surveys Sent	Surveys Returned	Percent
Nurse Employers	196	145	74%
Nurse Educators	14	14	100%
LPN Nurses	158	77	49%
AD Nurses	157	80	51%
D Nurses	161	88	55%
BS Nurses	151	102	68%
MS/PHD Nurses	108	75	69%
All Nurses	735	422	57%
Total All Groups	945	581	61%

Table 2

A Distribution of Group Characteristics
for the Nurse Respondents

(N = 422)

Biographic Variable	No Response	Number of Respondents	Percent
Licensure Level	2		0.47
LPN		78	18.48
RN		342	81.04
Sex	2		0.47
Males		14	3.32
Females		406	96.21
Age	1		.24
20-29		142	33.65
30-39		152	36.02
40-49		78	18.48
50-59		38	9.00
60 & over		11	2.61
Education			
LPN		77	18.25
AD		80	18.96
D		88	20.85
BS		102	24.17
Graduate		75	17.77
Graduation Time Lapse	3		.71
0-4		127	30.09
5-14		193	45.73
15-24		57	13.51
25-34		31	7.35
35 & more		11	2.61
Work Experience	5		1.18
0-4		102	24.17
5-14		217	51.42
15-24		67	15.88
25-34		24	5.69
35 & more		7	1.66
Work Setting			
Hospital (0-49)		42	9.95
Hospital (50-99)		24	5.69
Hospital (100>)		160	37.91
Clinic		32	7.58
Nursing Home/ICF (0-99)		25	5.92
Nursing Home/ICF (100>)		27	6.40
Home Health Agency		6	1.42
Community Health Agency		18	4.27
Multiple Setting		20	4.74
Other		68	16.11

years. The distribution of work settings shows adequate representation from all major work settings. The multiple setting category identifies nurses who worked in more than one setting. The "other" category identifies nurses who failed to identify a work setting. Further analysis of the "other" category revealed the following: 27 of these nurses worked in educational institutions, 15 were not employed, 8 worked in private institutions, 6 worked in state institutions, 2 worked in schools, 2 worked for private physicians, 1 was self-employed and 7 appeared to be errors of omission.

Table 3 shows the distribution of group characteristics for the Nurse Educator respondents. This group tends to be dominated by individuals over 40 years old (70%). About 43% of the Nurse Educators censused graduated 15 to 24 years ago. Table 4 shows the distribution of group characteristics for Nurse Employers censused in the study. Age was more evenly distributed. A majority (59%) of Nurse Employers surveyed had Diploma educational backgrounds. Graduation time lapse was more evenly distributed across levels. Work experience was predominantly less than 14 years. Regional representation was adequate. The work settings of nurse employers responding to the survey show adequate representation from all setting types censused in the study. The multiple setting category refers to employers who worked in more than one setting. The "other" category refers to employers who failed to identify their setting. Further inspection of this group revealed the following: 2 worked in private institutions, 1 worked in a state institution, and 7 appeared to be errors of omission.

Table 3

A Distribution of Group Characteristics
for the Nurse Educator Respondents

(N = 14)

Biographic Variable	No Response	Number of Respondents	Percent
Sex	0		
Males		1	7.14
Females		13	92.86
Age	0		
20-29		1	7.14
30-39		3	21.43
40-49		5	35.71
50-59		1	7.14
60 & over		4	28.57
Education	0		
BS		6	42.86
Masters		5	35.71
Doctoral		3	21.43
Graduation Time Lapse	0		
0-4		4	28.57
5-14		3	21.43
15-24		6	42.86
25-34		0	0.00
35 & more		1	7.14
Education Setting Type	0		
LPN		5	35.71
AD		2	14.28
D		3	21.43
BS		2	14.28
MS/PhD		2	14.28
Work Experience	0		
0-4		6	42.86
5-14		4	28.57
15-24		4	28.57
25-34		0	0.00
35 & more		0	0.00

Table 4

A Distribution of Group Characteristics
for the Nurse Employer Respondents

(N = 145)

Biographic Variable	No Response	Number of Respondents	Percent
Sex	3		2.07
Males		11	7.59
Females		131	90.35
Age	2		1.38
20-29		21	14.38
30-39		40	27.59
40-49		39	26.90
50-59		31	21.38
60 & over		12	8.28
Education	3		2.07
LPN		2	1.38
AD		14	9.66
D		85	58.67
BS		36	24.83
Graduate		5	3.45
Graduation Time Lapse	4		2.76
0-4		13	8.97
5-14		47	32.41
15-24		32	22.07
25-34		31	21.38
35 & more		18	12.41
Work Experience	3		2.07
0-4		59	40.69
5-14		54	37.24
15-24		22	15.17
25-34		4	2.76
35 & more		3	2.07
Region	1		.69
Northwest		21	14.48
Southwest		10	6.90
Central		45	31.03
Northeast		39	26.90
Southeast		29	20.00
Work Setting			
Hospital (0-49)		26	17.93
Hospital (50-99)		5	3.45
Hospital (100>)		12	8.28
Clinic		7	4.83
Nursing Home/ICF (0-99)		29	20.00
Nursing Home/ICF (100>)		17	11.72
Home Health Agency		11	7.59
Community Health Agency		8	5.52
Multiple Setting		20	13.79
Other		10	6.90

Educational Aspirations of Nurses and Nurse Employers

Table 5 shows the educational aspirations of delineation survey respondents. About 64% of the employer respondents (nursing supervisors) indicated they would pursue higher education (assuming no barriers). BS and MS were the preferred degrees. This suggests high growth need strength within the employer respondents. The Nurse respondents varied considerably in their growth need strengths. About 60% of LPN nurses indicated they would pursue advanced nursing education. About 75% of AD nurses would pursue advanced nursing education. About 52% of D nurses would pursue advanced nursing education. BS was the preferred degree for the majority of LPN, AD and D nurses interested in advanced education. About 66% of BS nurses would pursue an advanced nursing education degree. MS was the preferred degree to pursue. About 68% of MS nurses would pursue a doctoral degree. The results discussed in the above paragraph suggest a substantial level of growth need strength available in the existing nursing work groups.

This high level of growth need strength available represents high potential in the existing work groups for job enlargement, job enrichment and career development (mobility) projects. The likelihood that this group would respond positively to more "complex" job designs appears to be high. Further research on growth need strengths of work groups should be completed prior to implementing specific changes in work systems.

Table 5

Educational Aspirations of Nurses and Nurse Employers

Nurse Group	No Response	No Further Education	AD/D	BS	MS	PhD
Employers (N = 145)	1.38%	35.17%	0.00%	26.90%	29.66%	6.90%
Nurses						
LPN (N=77)	0.00%	40.26%	23.38%	29.87%	5.19%	1.30%
AD (N=80)	0.00%	25.00%	0.00%	53.75%	18.75%	2.50%
D (N=88)	0.00%	47.73%	1.14%	35.23%	13.64%	2.27%
BS (N=102)	.98%	34.31%	0.00%	1.96%	51.96%	10.78%
MS/PHD (N=75)	1.33%	25.33%	0.00%	1.33%	4.00%	68.00%

Table 6 shows the respondents' preferences for different levels of nursing education needed for optimum services. A majority of Nurse Employers preferred 3 levels (LPN & D & BS). A majority of Nurse Educators preferred 2 levels (AD & BS). The nurse respondents' varied considerably across educational types. A majority of LPN nurses, D nurses and BS nurses preferred 3 levels (LPN & D & BS). A majority of AD nurses preferred 4 levels (LPN & AD & D & BS). Graduate nurses showed a clear preference for 2 levels (AD & BS).

Table 7 shows that two-thirds of nurse employers would like educational preparation included in salary determination criteria. All nurse educators endorsed this concept. Nurse respondents varied in their preferences. The majority of each nurse type preferred to include educational preparation in salary determination criteria with the exception of AD nurses. About 69% of nurses surveyed would like to include educational preparation in salary determination criteria.

Table 8 shows that there are substantial numbers of nurse graduates obtaining higher levels of nursing education. Two education programs estimated 21% or more. Three programs estimated 11-15%. Three programs estimated 6-10% and 5 programs estimated 0-5%. Table 9 shows estimated percentages of graduates obtaining employment in nursing within six months of graduation. Eight programs estimated 95% or higher. Three programs estimated 90-94% and two programs estimated 80-84%.

Table 6

Number of Nursing Education Levels
Needed for Optimum Nursing Services

Nurse Group	No Resp.	A 4 Levels	B 3 Levels	C 2 Levels	D 2 Levels	E 1 Level
Employers	2.07%	22.07%	37.93%	5.52%	30.34%	2.07%
Educators	0.00%					
LPN		0.00%	20.00%	0.00%	80.00%	0.00%
AD		50.00%	0.00%	0.00%	50.00%	0.00%
D		33.33%	33.33%	0.00%	33.33%	0.00%
BS		0.00%	0.00%	0.00%	100.00%	0.00%
MS		0.00%	0.00%	0.00%	100.00%	0.00%
Nurses						
LPN	1.30%	35.06%	45.45%	12.99%	3.90%	1.30%
AD	0.00%	57.50%	10.00%	2.50%	27.50%	2.50%
D	0.00%	29.55%	53.41%	7.95%	5.68%	3.41%
BS	2.94%	14.71%	35.29%	.98%	30.39%	15.69%
MS/PhD	2.67%	1.33%	4.00%	0.00%	66.67%	25.33%

Where:
A (4 Levels) = LPN & AD & D & BS
B (3 Levels) = LPN & D & BS
C (2 Levels) = LPN & D
D (2 Levels) = AD & BS
E (1 Level) = BS

Table 7

Salary Determination Based on Educational Preparation in Addition to Satisfactory Performance and Experience

Nurse Group	No Resp.	Yes	No
Employers	.69%	66.21%	33.10%
Educators		100.00%	
Nurses			
LPN	0.00%	59.74%	40.26%
AD	2.50%	40.00%	57.50%
D	2.27%	52.27%	45.45%
BS	.98%	92.16%	6.86%
MS/PhD	0.00%	96.00%	4.00%
Nurse Subtotal	1.19%	68.72%	30.29%

Table 8

Percentage of Graduates Obtaining
Higher Levels of Education in Nursing

(Numbers Reported Are Program Totals)

Education Program	No Resp.	0-5%	6-10%	11-15%	16-20%	21% +
LPN	0.00	3.00	1.00	0.00	0.00	1.00
AD	0.00	1.00	0.00	0.00	0.00	1.00
D	0.00	0.00	1.00	2.00	0.00	0.00
BS	0.00	1.00	0.00	1.00	0.00	0.00
MS/PhD	1.00	0.00	1.00	0.00	0.00	0.00
Total	1.00	5.00	3.00	3.00	0.00	2.00

Table 9

Percentage of Graduates Obtaining Employment Within Six Months

(Numbers Reported are Program Totals)

Education Program	No Resp.	>79%	80-84%	85-89%	90-94%	95% +
LPN	0	0	1	0	2	2
AD	0	0	1	0	0	1
D	0	0	0	0	0	3
BS	0	0	0	0	1	1
MS/PhD	1	0	0	0	0	1
Total	1	0	2	0	3	8

Summative Analysis of Skill Clusters

The presentation and discussion of results in this section of the report proceeds from general observations to specific observations. Table 10 shows the average endorsement frequencies for each of 3 clusters of nursing skills for nurse educators and nurses. This table also shows the mean number of skills for which minimum educational preparation was required for safe performance for each nurse educational type as observed by nurse employers. Table 10 generally shows that as nursing educational preparation increased so did the number of skills endorsed across all three skill clusters as observed by nurses. Substantial differentiation appears to occur between LPN and RN practice levels and between BS and Graduate nurses' practice levels. Very little differentiation occurs between AD, D and BS nurses in scope of practice. Nurse educators show moderate differentiation between all five educational programs, but the differentiation is greatest for skill clusters 2 and 3. Nurse employers show substantial differentiation between nurse education preparations regarding "safe performance" of skills across all three clusters.

Cluster 1 items include the following types of nursing skills: Level I: technical nursing skills; Level II: clinical implementation, clinical planning, clinical assessment, client teaching; Level III: clinical implementation/assessment, educational planning, education program maintenance, research planning, decision-making, policy-making, and communication; Level IV: Clinical

Table 10

Summative Analysis of Skill Clusters Across Groups

Nurse Group	Cluster 1 (n = 154)	Cluster 2 (n = 85)	Cluster 3 (n = 14)
LPN			
Educator (N = 5)	*79.00	13.60	1.00
Nurses (N = 77)	*97.23	24.27	2.19
Employers (N = 145)	**44.74	6.29	0.14
AD			
Educators (N = 2)	92.50	16.00	1.00
Nurses (N =80)	116.12	36.51	3.78
Employers (N = 145)	34.85	10.93	0.67
D			
Educators (N = 3)	101.66	21.33	.33
Nurses (N = 88)	112.42	40.50	5.01
Employers (N = 145)	26.06	13.13	1.44
BS			
Educators (N = 2)	118.50	50.00	5.00
Nurses (N = 102)	122.60	47.45	5.60
Employers (N = 145)	30.86	31.15	5.69
MS			
Educators (N = 2)	107.00	37.00	4.00
Nurses + PhD (N = 75)	137.29	73.66	11.84
Employers (N = 145)	16.75	22.81	5.73

Where N = Number of Nurses, Educators or Employers Providing Observations

Where n = number of items in each cluster

Where * = Mean Number of Items Obtaining Yes Responses for Nurses and Nurse Educators

Where ** = Mean Number of Items for which Minimum Educational Preparation is Required for Safe Performance

planning, educational course development, counseling, and job descriptions. Cluster 1 has 154 nursing skill items of increasing complexity.

Considerable differentiation of scope of practice in Cluster 1 occurs between LPN and RN nurses and between BS nurses and Graduate nurses. Very little differentiation appears to occur between AD, D and BS nurses. Nurse employer ratings showed that LPN's were viewed as qualified to perform an average of 44 of the 154 items included in Cluster 1. AD nurses were seen as qualified for about 80 of these items on the average. D nurses were seen as qualified for about 106 of these items on the average. BS nurses were rated as qualified for about 137 of these items on the average. Graduate nurses were seen as qualified for all of these items. The higher the level of the nurse education program, the greater the number of skill items targeted as educational objectives. The most congruence between nurse educators and nurses was observed at the BS level. The least congruence was observed at the AD level.

Cluster 2 items include the following types of nursing skills: Level I, professional development planning and implementation, clinical assessment, planning and implementation, human rights protection, research planning, and administrative planning; Level II, professional regulation, clinical assessment and maintenance, crisis management, education planning and evaluation, administrative assessment and organization, research planning, implementation, and dissemination; Level III, Education (philosophy,

curriculum development, evaluation, coordination), administration, research planning and analysis, clinical planning and management. Cluster 2 has 85 nursing skill items of increasing complexity.

Table 10 shows that the higher the nursing educational preparation the greater the number of skill items endorsed in Cluster 2. The mean number of items endorsed ranged from a low of 24 (LPN) to a high of 74 (MS). There was little variance between AD, D and BS nurses in their endorsement of items within this cluster. The average number of skill items endorsed by Nurse Educators increased consistently with higher level educational programs. The most congruence between nurse educators and nurses was found at the BS level. The least congruence was observed at the MS nurse level. The MS nurse education data appears to have a validity problem in that one of the 2 MS educator respondents provided an exceptional number of "no response" answers to the items. Therefore, the incongruence observed defies interpretation. Nurse employers showed substantial preferences for BS and MS nurses as those most often qualified to safely perform Cluster 2 nursing skills.

Cluster 3 items include the following types of nursing skills: Evaluation (Education, Service, Administration, Reporting). Cluster 3 has 14 nursing skill items. Table 10 shows that MS/PhD nurses were the only educational type that endorsed a majority of these skill items. Nurse employers observations clearly differentiated MS/PhD preparation as the most appropriate for safe

performance of Cluster 3 skills. Again the MS educator data is most likely invalid. The most congruence between nurse educators and nurses was observed at the BS level.

Cluster 1 Analysis by Level and Education

Table 11 shows the mean number of cluster 1 items endorsed as educational objectives by the various nurse educational programs for all four levels. LPN educational programs were less likely to target the task as an educational objective as the complexity of the knowledge-skill base required for the task increased. In other words, LPN nurse education prepares one best for Level I nursing tasks. LPN education targets about half of Level II nursing tasks and about one-third of Level III tasks. LPN education does not appear appropriate for Level IV nursing tasks. AD and D nurse education showed very little differentiation at all four levels. Nurse educators show the most substantial differentiation between programs occurs Level II and III between BS and less advanced education groups.

In general, Table 11 shows that the more advanced the nurse education program the more likely they are to target more complex nursing tasks associated with Level III and IV. MS nurse education programs are the exception, and these programs are not as likely to target "clinical type" nursing skills anyway. Again, the MS nurse education program data lacks validity.

Table 11

Nurse Educator Analysis of Skills Cluster 1

Mean Number of Items
Obtaining Yes Responses

	Cluster 1			
Educator Group	Level I (n = 32)	Level II (n = 46)	Level III (n = 67)	Level IV (n = 9)
LPN (N = 5)	26.60	26.80	24.20	1.40
AD (N = 2)	27.50	30.50	33.00	1.50
D (N = 3)	30.33	30.66	37.00	3.66
BS (N = 2)	30.50	38.00	47.00	3.00
MS/PHD (N = 2)	27.50	35.50	40.50	3.50

Where N = Number of Nurse Educators In Each Group

n = number of items in each level

Table 12 shows that LPN nurses have endorsed a substantial number of skills at all four Levels included in Cluster 1. This suggests that these skills have been developed through work experiences. However, the knowledge base required for higher levels of nursing skills increases substantially. This presents two concerns to the employer of LPN nurses. LPN nurses may feel "stretched" in performing more complex nursing skills, because they lack the necessary knowledge base and were not "trained" appropriately for the job responsibilities they have been given. If "stretching" can be documented in research, there will likely be a correlation between "stretched" employees and absenteeism or turnover. The second consideration this data raises to the employer is the cost of providing this "training" on the job, as opposed to obtaining an employee who already possesses the necessary knowledge base and skill. Hypothetically, an employer should recruit LPN nurses for Level I and Level II nursing job descriptions. For Level III and IV positions, an employer should most likely recruit an AD, D or BS nurse. However, BS nurses were the best prepared nurse for Level III and IV tasks according to nurse educator observations. Graduate nurses endorsed the most skills on the average for Level III and IV. Placing graduate nurses in these positions might represent an underutilization of their skills. In general, Table 12 shows that there was essentially no difference between nurse types at Level I nursing tasks. Some differentiation between LPN nurses and RN nurses occurs at Level II and III. There is little difference between AD, D and BS endorsement of skills at all four levels.

Table 12

Nurse Analysis of Skills Cluster 1

Mean Number of Items
Obtaining Yes Responses

Nurse Group	Cluster 1			
	Level I (n = 32)	Level II (n = 46)	Level III (n = 67)	Level IV (n = 9)
LPN (N = 77)	28.81	31.50	33.72	5.70
AD (N = 80)	29.91	37.26	44.37	4.57
D (N = 88)	29.50	35.94	42.55	4.42
BS (N = 102)	30.14	38.41	48.50	5.54
MS/PHD (N = 75)	30.81	41.14	57.53	7.80

Where N = Number of Nurses In Each Group

n = number of items in each level

Table 13 shows the nurse employer observations for all four levels included in cluster 1. In general, the more complex the nursing task, the more likely the nurse employers are to restrict its "safe performance" to nurses with more advanced education. Employers would utilize LPN nurses for about one-half of Level I tasks, one-third of Level II, one-sixth of Level III and very few (if any) of Level IV tasks. For AD nurses, employers added seven tasks to Level I, 11 tasks to Level II, 15 tasks to Level III and one task to Level IV. In other words, employers expanded utilization of AD over LPN nurses across all four levels. This same expansion phenomena occurs at the D, BS and MS educational levels. If one makes the assumption, that nurses with more advanced education, can also perform the simple tasks it makes sense for employers to hire more educationally advanced nurses for Level II, III and IV positions because of the flexibility they afford. However, this advanced nursing education can result in a "mismatch" with simple, routine jobs and caution is urged. More education is not "always" more suitable.

Hypothetically, LPN nurses would be placed in Level I positions. AD nurses would be placed in Level II positions. D and BS nurses would be placed in Level III positions. BS nurses would be placed in Level IV positions. These "hypothetical" placements would allow employers maximum "safe performance" utilization, based on employers observations.

Table 13

Nurse Employer Analysis of Skills Cluster 1

Mean Number of Items for which Minimum Educational Preparation is Required for Safe Performance

	Cluster 1			
Nurse Group	Level I (n = 32)	Level II (n = 46)	Level III (n = 67)	Level IV (n = 9)
LPN (N = 145)	18.61	13.85	11.94	.33
AD (N = 145)	6.74	11.17	15.54	1.33
D (N = 145)	3.73	8.64	12.23	1.45
BS (N = 145)	2.65	8.91	15.95	3.35
MS/PHD (N = 145)	0.17	3.26	10.93	2.39

Where N = Number of Nurse Employers Providing Observations

n = number of items in each level

Cluster 2 Analysis by Level and Education

Table 14 shows that BS nurse education targets a majority of nursing skills included in Level I, II and III within Cluster 2. Again, our MS nurse education data is invalid due to the large number of "no response" observations from one respondent. Apparently, Cluster 2 skills at all three levels are considered more likely to be within the BS nurse's professional practice scope, as observed by nurse educators from different programs.

This differentiation of practice scope is not so apparent within the nurses' observations as shown in Table 15. Very little differentiation in skills is observed at Level I, other than MS/PhD nurses who endorsed nearly all skills at this level. With Level II skills, differentiation is observed between LPN and RN groups, but little differentiation occurs between AD, D and BS education groups. The MS/PhD nurse again shows the most substantial endorsement of nursing skills at Level II. In Level III, differentiation occurrs between LPN and RN groups, but little differentiation occurs between AD, D and BS groups. Again, MS/PhD nurses show the most substantial endorsement of skills included in Level III.

Table 16 presents nurse employer observations of Cluster 2 nursing skills. The nurse employers show a clear preference for BS

Table 14

Nurse Educator Analysis of Skills Cluster 2

Mean Number of Items
Obtaining Yes Responses

Educator Group	Cluster 2		
	Level I (n = 11)	Level II (n = 51)	Level III (n = 23)
LPN (N = 5)	2.20	7.00	4.40
AD (N = 2)	3.00	8.00	5.00
D (N = 3)	4.33	11.66	5.33
BS (N = 2)	7.00	32.00	11.00
MS (N = 2)	5.00	24.50	7.50

Where N = Number of Nurse Educators In Each Group

n = number of items in each level

Table 15

Nurse Analysis of Skills Cluster 2

Mean Number of Items
Obtaining Yes Responses

Nurse Group	Cluster 2		
	Level I (n = 11)	Level II (n = 51)	Level III (n = 23)
LPN (N = 77)	3.10	14.55	6.61
AD (N = 80)	4.33	21.80	10.37
D (N = 88)	4.57	24.90	11.01
BS (N = 102)	5.95	29.01	12.48
MS/PHD (N = 75)	9.28	44.41	19.97

Where N = Number of Nurses In Each Group

n = number of items in each level

Table 16

Nurse Employer Analysis of Skills Cluster 2

Mean Number of Items for which Minimum Educational Preparation is Required for Safe Performance

	Cluster 2		
Nurse Group	Level I (n = 11)	Level II (n = 51)	Level III (n = 23)
LPN (N = 145)	0.91	3.57	1.81
AD (N = 145)	1.64	6.22	3.05
D (N = 145)	1.64	7.81	3.68
BS (N = 145)	3.64	19.46	8.04
MS/PHD (N = 145)	3.02	13.64	6.14

Where N = Number of Nurse Employers Providing Observations

n = number of items in each level

and MS/PhD nurse utilization across all three levels of nursing skills in Cluster 2. The differentiation is most substantial at Level II and III. Therefore, an employer of nurses should attempt to select BS and MS/PhD nurses for positions requiring these types of skills and responsibilities. In other words, employer observations indicate that advanced nursing education is required for safe performance of tasks identified in Level II and III within Cluster 2.

Cluster 3 Analysis by Education

Table 17 shows that nurse educators clearly differentiate Cluster 3 skills as within the scope of BS or MS/PhD nurse practice. Again, the MS nurse educator data is invalid due to the high number of "no responses" endorsed by one respondent. Table 18 shows that nurses clearly differentiate skills within this cluster as congruent with MS/PhD nurse practice. Table 19 shows that employers also differentiate Cluster 3 skills as requiring BS or MS/PhD education for safe performance.

Table 17

Nurse Educator Analysis of Skills Cluster 3

Nurse Educator Group	Mean Number of Items Obtaining Yes Responses Cluster 3 (n = 14)
LPN (N = 5)	1.00
AD (N = 2)	1.00
D (N = 3)	0.33
BS (N = 2)	5.00
MS/PhD (N = 2)	4.00

Where N = Number of Nurse Educators in Each Group

Where n = number of items in the cluster

Table 18

Nurse Analysis of Skills Cluster 3

Mean Number of Items
Obtaining Yes Responses

Nurse Group	Cluster 3 (n = 14)
LPN (N = 77)	2.19
AD (N = 80)	3.78
D (N = 88)	5.01
BS (N = 102)	5.60
MS/PhD (N = 75)	11.84

Where N = Number of Nurses in Each Group

Where n = number of items in the cluster

Table 19

Nurse Employer Analysis of Skills Cluster 3

Mean Number of Items for which Minimum Educational Preparation is Required for Safe Performance

Nurse Group	Cluster 3 (n = 14)
LPN (N = 145)	0.14
AD (N = 145)	0.67
D (N = 145)	1.44
BS (N = 145)	5.69
MS/PhD (N = 145)	5.73

Where N = Number of Nurse Employers Providing Observations

Where n = number of items in the cluster

Summary of Cluster Analysis by Level and Education

LPN educational preparation targets a majority of Level I and II skills included in cluster 1. Employers generally would not utilize LPN nurses for Level III and IV skills. Therefore, employers should consider LPN nurses to be the best "match" for Level I and II nursing jobs within the organization.

AD, D and BS educational programs target a majority of skills across all four levels of Cluster 1. Employers show a preference for more advance educational preparation for "safe performance" of Level III and IV skills. Therefore, employers should select BS nurses where possible for these positions since they could utilize them for more of the "complex" nursing skills required in those positions. Graduate nurses also could be utilized for these positions, but the employer may run the risk of "underutilization" of the graduate nurse in these nursing jobs.

BS educational programs clearly target more of the Cluster 2 skills on all three levels. Graduate nurses endorsed more of these skills than any other nurse group. Employers showed a clear preference to utilize BS and Graduate nurses for "safe performance" of skills included in all three levels of this cluster. Therefore, employers should select BS or Graduate nurses for nursing jobs that require Cluster 2 skills and responsibilities.

BS and graduate educational programs clearly target more Cluster 3 skills than other educational programs. Graduate nurses endorse the most skills identified in Cluster 3. Employers clearly differentiate the BS or MS nurse as most qualified for safe performance of the skills included in this cluster. Therefore, employers should select MS nurses where possible for these positions. BS nurses would be the alternative selection group.

Triangulation Results

The triangulation results are located in Appendix H-L. The data presented show item by item comparisons of observations provided by nurse educators, nurses and employers. The cummulative percentages reported under employers refer to the target nurse group combined with all nurse groups with less educational preparation. The researcher used a 33% difference between groups as an indication of substantial incongruence. The organizational development goal is to obtain more congruence between groups. The rationale is as follows: Nursing practice should be more congruent with educational preparation. Nurse employers should design jobs that are more congruent with nurses' scope of practice. Nurse educators should design curriculum that provides an appropriate knowledge base for a definitive scope of nursing practice. The developmental improvements result from a gradual change process involving intergroup relations, continued research and problem-solving groups (special task forces). The Board

of Nursing currently maintains documents (Kentucky, 1982) that can be used to determine an appropriate knowledge base for any of the skills examined in this study.

The following skill items showed substantial incongruence ()33%) between Nurse Educators and Nurses. A task-force is needed to determine action plans regarding these skills, their required knowledge base, and their inclusion or exclusion in nurses' scope of practice.

LPN NURSE EDUCATORS AND LPN NURSES

21. Prepare a reality orientation class
25. Prepare written minutes of meetings
34. Initiate process for placing client in isolation
45. Plan a staff recognition program
46. Develop a nurse orientation program
47. Evaluate institutional policies and standards by group process
57. Develop plan for assessment of the breasts
63. Write behavioral objectives for nursing administration
65. Participate as a member of a committee
71. Maintain intermittent intravenous infusion of fluid/medication
74. Implement the consultative process
75. Write a nursing standard
93. Issue an order
102. Coordinate activities of others
112. Assign workload to personnel
116. Develop professional, organization policy/goal
117. Perform physical assessment of the breasts
123. Write a reference
126. Assess heart sounds
130. Assess the need for a course
188. Delegate tasks

AD NURSE EDUCATORS AND AD NURSES

18. Identify equipment needs
20. Transport an isolated client

21. Prepare a reality orientation class
25. Prepare written minutes of meetings
35. Lead a reality orientation class
45. Plan staff recognition program
46. Develop a nurse orientation program
47. Evaluate institutional policies and standards by group process
63. Write behavioral objectives for nursing administration
74. Implement the consultative process
75. Write a nursing standard
77. Develop a test blueprint
79. Develop a plan for nurse retention
80. Establish committees
84. Implement a decision
86. Monitor a nursing budget
87. Schedule educational activities
90. Develop a plan to teach a client to perform a breast self-examination
93. Issue an order
94. Teach a client how to bottle feed a baby
102. Coordinate activities of others
104. Prepare correspondence
105. Develop a philosophy of nursing service
106. Develop course content
107. Recruit students
112. Assign workload to personnel
116. Develop professional, organizationl policy/goal
118. Select applicants for admission into a nursing program
122. Make recommendations for nursing faculty salary/ promotion/tenure
123. Write a reference
127. Determine quota of nursing program admissions
129. Schedule activities, meetings, workshops conferences
130. Assess the need for a course
133. Use cutaneous stimulation for pain control
134. Develop an essay test question
135. Develop a plan of care for a client with a Blakemore tube
151. Defibrillate a client
152. Develop strategies for conflict resolution
153. Develop a plan for change
156. Prepare an objective test
157. Prepare a bibliography for a specific nursing course
160. Assist with problem-solving during counseling
162. Ventilate a client with a mechanical ventilator
163. Select an appropriate teaching strategy
165. Conduct a conference
176. Employ nurse staff
177. Prepare report on complaints about registered nurses and licensed practical nurses

184. Develop a staffing pattern
188. Delegate tasks
189. Evaluate student progress through nursing program
192. Select audio-visual materials
194. Select student clinical learning experiences
197. Provide individual psychotherapy
200. Meet requirements of regulating body
201. Develop a course outline
203. Investigate complaints related to professional nursing practice
207. Conduct a performance appraisal
212. Evaluate behavioral change
213. Write nursing procedures
217. Develop an objective test question
218. Select teaching aids
219. Write a nursing service policy
220. Develop an organizational chart
224. Write a job description
226. Collect nursing research data
228. Implement strategies for grievance
230. Use distraction for pain control
233. Write a nursing job specification
234. Plan a staff development program
238. Conduct an exit interview
249. Evaluate nursing job descriptions
250. Conduct peer evaluation of nursing faculty
252. Identify the learning needs of students
254. Write a nursing research report

D NURSE EDUCATORS AND D NURSES

21. Prepare a reality orientation class
45. Plan a staff recognition program
46. Develop a nurse orientation program
47. Evaluate institutional policies and standards by group process
63. Write behavioral objectives for nursing administration
74. Implement the consultative process
75. Write a nursing standard
76. Prepare a nursing service budget
77. Develop a test blueprint
79. Develop a plan for nurse retention
80. Establish committees
86. Monitor a nursing budget
87. Schedule educational activities
92. Obtain an electrocardiographic reading
93. Issue an order
105. Develop a philosophy of nursing service
106. Develop course content
116. Develop professional, organizational policy/goal
118. Select applicants for admission into a nursing program
120. Act as a change agent

129. Schedule activities, meetings, workshops, conferences
130. Assess the need for a course
132. Assess client cardiopulmonary status via a swan ganz reading
151. Defibrillate a client
152. Develop strategies for conflict
153. Develop a plan for change
156. Prepare an objective test
157. Prepare a bibliography for a specific nursing course
160. Assist with problem-solving during counseling
163. Select an appropriate teaching strategy
165. Conduct a conference
176. Employ nurse staff
181. Select a data collection tool
183. Select standards for achieving outcome objectives
184. Develop a staffing pattern
187. Write behavioral objectives for a learner to achieve specific outcomes
189. Evaluate student progress through nursing program
193. Establish quality assurance program
201. Develop a course outline
202. Provide family psychotherapy
203. Investigate complaints related to professional nursing practice
204. Validate data collection tool
206. Recommend candidate for faculty appointment
217. Develop an objective test question
219. Write a nursing service policy
220. Develop an organizational chart
221. Develop a course evaluation tool
224. Write a job description
225. Develop a data collection tool
226. Collect nursing research data
238. Conduct an exit interview
241. Develop a theory of nursing
246. Evaluate nursing program via follow-up
247. Plan for management of sensory overload
248. Develop a plan for pain control
249. Evaluate nursing job descriptions
250. Conduct peer evaluation of nursing faculty
252. Identify the learning needs of students
256. Evaluate nursing organization/administration
257. Evaluate nursing program via survey of graduates
258. Prepare reports for approval agencies
259. Prepare reports for governing institution
261. Evaluate nursing curriculum

BS NURSE EDUCATORS AND BS NURSES

25. Prepare written minutes of meetings
36. Remove a stool impaction
46. Develop a nurse orientation program

62. Promote normal hydration
65. Participate as a member of a committee
74. Implement the consultative process
77. Develop a test blueprint
101. Administer total parenteral nutrition
106. Develop course content
107. Recruit students
118. Select applicants for admission into a nursing program
119. Identify outcome characteristics of the graduate of a nursing study
121. Determine eligibility of graduates of foreign nursing schools for state board test pool examination/ endorsement licensure.
122. Make recommendations for nursing faculty salary/ promotion/tenure
123. Write a reference
124. Write the delimitations for nursing research
125. Initiate under water seal chest drainage
130. Assess the need for a course
132. Assess client cardiopulmonary status via a swan ganz reading
133. Use cutaneous stimulation for pain control
134. Develop an essay test question
135. Develop a plan of care for a client with a Blakemore tube
140. Obtain consent to implement data collection in nursing research
144. Select library holdings for unit in nursing
145. Define terms for nursing research
149. Prepare information about nursing program for publication
155. Prepare collected research data for analysis
156. Prepare an objective test
157. Prepare a bibliography for a specific nursing course
161. Develop a course proposal
162. Ventilate a client with a mechanical ventilator
163. Select an appropriate teaching strategy
166. Develop a grading scale for courses in nursing
167. Write the limitations of nursing research
172. Conduct professional development programs
176. Employ nurse staff
177. Prepare report on complaints about registered nurses and licensed practical nurses
179. Write nursing research questions and/or hypotheses
181. Select a data collection tool
182. Disseminate the nursing research report
183. Select standards for achieving outcome objectives
185. Write behavioral objectives for nursing course
186. Write the assumptions for the nursing research
187. Write behavioral objectives for a learner to achieve specific outcomes
189. Evaluate student progress through nursing program

191. Select population for nursing research
193. Establish quality assurance program
197. Provide individual psychotherapy
198. Interpret statistical nursing research data
199. Conduct a literature review
202. Provide family psychotherapy
203. Investigate complaints related to professional nursing practice
207. Conduct a performance appraisal
208. Provide group psychotherapy
209. Critique nursing research report
211. Select the clinical sites for nursing courses
216. Prepare budget of expenses for nursing research project
229. Analyze nursing research data
231. Develop a philosophy of nursing education
232. Develop bylaws for unit in nursing
235. Select the method for conducting nursing research
238. Conduct an exit interview
240. Develop a conceptual framework
241. Develop a theory of nursing
246. Evaluate nursing program via follow-up survey of employees
247. Plan for management of sensory overload
250. Conduct peer evaluation of nursing faculty
254. Write a nursing research report
255. Write a proposal for nursing research
257. Evaluate nursing program via survey of graduates
258. Prepare reports for approval agencies

GRADUATE NURSE EDUCATORS AND GRADUATE NURSES

*Validity is questionable due to high rate of no responses in one educator respondent.

15. Measure urine specific gravity
19. Place client in isolation
20. Transport an isolated client
37. Implement client infection precautions
41. Perform gastric lavage
43. Insert a nasogastric tube
45. Plan a staff recognition program
46. Develop a nurse orientation program
63. Write behavioral objectives for nursing adminstration
74. Implement the consultative process
76. Prepare a nursing service budget
77. Develop a test blueprint
80. Establish committees
86. Monitor a nursing budget
88. Determine eligibility for registration as an advanced registered nurse practitioner
89. Start an intravenous infusion
90. Develop a plan to teach a client to perform a breast self-examination
92. Obtain an electrocardiographic reading
93. Issue an order

100. Teach a client how to perform breast self-examination
101. Administer total parenteral nutrition
102. Coordinate activities of others
104. Prepare correspondence
105. Develop a philosophy of nursing service
106. Develop course content
107. Recruit students
109. Develop a plan to teach a client breast feeding
115. Initiate client neurological checks
118. Select applicants for admission into a nursing program
119. Identify outcome characteristics of the graduate of a nursing program
121. Determine eligibility of graduates of foreign nursing schools for state board test pool examination/ endorsement licensure.
122. Make recommendations for nursing faculty salary/ promotion/tenure
123. Write a reference
124. Write the delimitations for nursing research
125. Initiate under water seal chest drainage
127. Determine quota of nursing program admissions
128. Determine eligibility of domestic nurse graduate for nursing licensure by endorsement
130. Assess the need for a course
134. Develop an essay test question
137. Write a purpose statement for nursing research
138. Assist a client to select a contraceptive method
139. Determine eligibility for nursing licensure of applicants with criminal conviction records
140. Obtain consent to implement data collection in nursing research
142. Teach a client about sexually transmitted diseases
143. Seek funding sources for nursing research
144. Select library holdings for unit in nursing
145. Define terms for nursing research
148. Develop a plan for bladder retraining
149. Prepare information about nursing program for publication
151. Defibrillate a client
155. Prepare collected research data for analysis
156. Prepare an objective test
157. Prepare a bibliography for a specific nursing course
159. Develop faculty & administrator's job descriptions
161. Develop a course proposal
163. Select an appropriate teaching strategy
164. Develop a plan for bowel retraining
166. Develop a grading scale of courses in nursing
167. Write the limitations of nursing research
169. Ventilate a client with a hand ventilator
170. State nursing research problem
171. Schedule disciplinary hearings before the nursing regulatory board

172. Conduct professional development programs
173. Develop process and procedure for human rights protection
175. Develop a plan to insure adequate ventilation
176. Employ nurse staff
177. Prepare report on complaints about registered nurses and licensed practical nurses
179. Write nursing research questions and/or hypotheses
181. Select a data collection tool
185. Write behavioral objectives for nursing course
186. Write behavioral objectives for a learner to achieve specific outcomes
189. Evaluate student progress through nursing program
190. Develop admission criteria for nursing program
191. Select population for nursing research
192. Select audio-visual materials
194. Select student clinical learning experiences
196. Prepare budget for nursing education unit
197. Provide individual psychotherapy
199. Conduct a literature review
200. Meet requirements of regulating body
201. Develop a course outline
202. Provide family psychotherapy
204. Validate data collection tool
206. Recommend candidate for faculty appointment
208. Provide group psychotherapy
211. Select the clinical sites for nursing courses
215. Dismiss students from nursing program
216. Prepare budget of expenses for nursing research project
217. Develop an objective test question
219. Write a nursing service policy
220. Develop an organizational chart
221. Develop a course evaluation tool
223. Write a scholarly work for publication
224. Write a job description
225. Develop a data collection tool
226. Collect nursing research data
227. Write a grant/contract proposal
228. Implement strategies for grievance
229. Analyze nursing research data
230. Use distraction for pain control
231. Develop a philosophy of nursing education
232. Develop bylaws for unit in nursing
233. Write a nursing job specification
234. Plan a staff development program
235. Select the method for conducting nursing research
237. Prepare legal agreements/contracts with community health facilities
238. Conduct an exit interview
239. Develop a nursing curriculum
240. Develop a conceptual framework
241. Develop a theory of nursing

242. Evaluate facilities, resources, and services of nursing curriculum
243. Evaluate admissions process of nursing program
246. Evaluate nursing program via follow-up survey of employees
247. Plan for management of sensory overload
248. Develop a plan for pain control
249. Evaluate nursing job descriptions
250. Conduct peer evaluation of nursing faculty
251. Develop an evaluation model/plan for nursing program
252. Identify the learning needs of students
253. Conduct self-study of nursing program for accreditation
254. Write a nursing research report
255. Write a proposal for nursing research
256. Evaluate nursing organization/administration
257. Evaluate nursing program via survey of graduates
261. Evaluate nursing curriculum
262. Conduct summative program evaluation
263. Prepare site visit reports on institution or unit for accrediting/approval agency

The following skill items showed substantial incongruence ()33%) between Nurses and Nurse Employers. A task-force is needed to determine action plans regarding these skills, their required knowledge base, and their inclusion or exclusion in nurses' scope of practice. The task force should inform nurse employers of their decisions and assist them in making improvements in nurse utilization and job design.

LPN NURSES AND EMPLOYERS

17. Implement suicide precautions
18. Identify equipment needs
19. Place a client in isolation
21. Prepare a reality orientation class
23. Feed client via nasogastric feeding tube
30. Assess intake and output
32. Promote normal bladder function
34. Initiate process for placing a client in isolation
36. Remove a stool impaction
37. Implement client infection precautions
38. Prepare written communication
39. Provide care for client with nasogastric tube

40. Plan an individual reality orientation program
41. Perform gastric lavage
43. Insert nasogastric tube
44. Promote normal bowel function
46. Develop a nurse orientation program
47. Evaluate institutional policies and standards by group process
48. Plan for passive range of motion
50. Assess lochia
52. Establish plan of care to maintain skin integrity
55. Assess the client's bowel function
57. Develop plan for assessment of the breasts
58. Perform physical assessment of perineum
60. Assess the breasts of postpartum client
61. Provide alternative methods of communication for client with verbal communication deficit
63. Write behavioral objectives for nursing administration
66. Perform physical assessment of uterine fundus
67. Assess suicidal behavior
68. Develop a plan for assessing the uterine fundus
69. Develop a plan for assessing lochia
70. Develop plan for assessing the perineum
71. Maintain intermittent intraveous infusion of fluid/medication
72. Assess maternal-infant attachment
74. Implement the consultative process
75. Write a nursing standard
80. Establish committees
84. Implement a decision
85. Develop a plan to teach a client how to bathe a baby
87. Schedule educational activities
90. Develop a pla to teach a client to perform breast self-examination
93. Issue an order
95. Teach a client a specified procedure
96. Develop a plan to teach a client to bottle feed a baby
97. Implement a nursing referral
99. Develop a plan to teach perineal self-care
100. Teach a client how to perform breast self-examination
101. Administer total parenteral nutrition
102. Coordinate activities of others
103. Maintain continuous peripheral intravenous therapy
104. Prepare correspondence
109. Develop a plan to teach a client breast feeding
110. Obtain a sexual history
112. Assign workload to personnel
113. Assess pulse presence rate, volume and rhythm
114. Assess neurological status of client
115. Initiate client neurological checks
116. Develop professional, organizational policy/goal
117. Perform physical assessment of the breasts
123. Write a reference

126. Assess heart sounds
130. Assess the need for a course
131. Auscultate lung sounds
136. Assess peripheral circulation
138. Assist a client to select a contraceptive method
141. Assess rate, regularity, effort/depth of respirations
142. Teach a client about sexually transmitted diseases
146. Assess emotional status of client
147. Suction the airway
148. Develop a plan for bladder retraining
150. Teach a client about contraceptive methods
151. Defibrillate a client
152. Develop strategies for conflict resolution
153. Develop a plan for change
160. Assist with problem solving during counseling
162. Ventillate a client with a mechanical ventillator
163. Select an appropriate teaching strategy
164. Develop a plan for bowel retraining
169. Ventillate a client with a hand ventillator
175. Develop a plan to insure adequate ventilation
177. Prepare report on complaints about registered nurses and licensed practical nurses
178. Assess the need for suctioning the airway
188. Delegate tasks
192. Select audio-visual materials
195. Assist client to cope with anxiety
212. Evaluate behavioral change
213. Write nursing procedures
218. Select teaching aids
224. Write a job description

AD NURSES AND EMPLOYERS

21. Prepare a reality orientation class
43. Insert a nasogastric tube
46. Develop a nurse orientation program
47. Evaluate institutional policies and standards by group process
57. Develop plan for assessment of the breasts
61. Provide alternate methods of communication for client with verbal communication deficit
63. Write behavioral objectives for nursing administration
67. Assess suicidal behavior
68. Develop a plan for assessing the uterine fundus
69. Develop plan for assessing lochia
70. Develop plan for assessing the perineum
71. Maintain intermittent intravenous infusion of fluid/medication
72. Assess maternal-infant attachment
74. Implement the consultative process
75. Write a nursing standard
78. Develop a plan for assessing the neurological status of a client.

80. Establish committees.
85. Develop a plan to teach a client how to bathe a baby
87. Schedule educational activities
90. Develop a plan to teach a client to perform a breast self-examination
96. Develop a plan to teach a client to bottle feed a baby
99. Develop a plan to teach perineal self-care
101. Administer total parenteral nutrition
102. Coordinate activities of others
103. Maintain continuous peripheral intravenous therapy
104. Prepare correspondence
105. Develop a philosophy of nursing service
106. Develop course content
109. Develop a plan to teach a client breast feeding
112. Assign workload to personnel
114. Assess neurological status of client
115. Initiate client neurological checks
116. Develop professional, organizational policy/goal
122. Make recommendations for nursing faculty salary/promotion/tenure
126. Assess heart sounds
130. Assess the need for a course
131. Auscultate lung sounds
134. Develop an essay test question
136. Assess peripheral circulation
138. Assist a client to select a contraceptive method
145. Define terms for nursing research
148. Develop a plan for bladder retraining
152. Develop strategies for conflict
153. Develop a plan for change
158. Develop a plan to promote optimal cardiac function
160. Assist with problem-solving during counseling
163. Select an appropriate teaching strategy
164. Develop a plan for bowel retraining
175. Develop a plan to insure adequate ventilation
194. Select student clinical learning experiences
200. Meet requirements of regulating body
205. Perform crisis intervention
212. Evaluate behavioral change
213. Write nursing procedures
214. Assess learner readiness
218. Select teaching aids
222. Evaluate outcome objectives
224. Write a job description
233. Write a nursing job specification
248. Develop a plan for pain control
249. Evaluate nursing job descriptions
250. Conduct peer evaluation of nursing faculty
252. Identify the learning needs of students
254. Write a nursing research report

D NURSES AND EMPLOYERS

29. Collect urine speciment
64. Perform a back rub
74. Implement the consultative process
116. Develop professional, organizational policy/goal
163. Select an appropriate teaching strategy
201. Develop a course outline
252. Identify the learning needs of students

BS NURSES AND EMPLOYERS

35. Lead a reality orientation class
51. Determine eligibility of domestic nurse graduate for nursing licensure
76. Prepare a nursing service budget
78. Develop a plan for assessing the neurological status of a client
79. Develop a plan for nurse retention
92. Obtain an electrocardiographic reading
112. Assign workload to personnel
132. Assess client cardiopulmonary status via a swan ganz reading
133. Use cutaneous stimulation for pain control
135. Develop a plan of care for a client with a Blakemore tube
171. Schedule disciplinary hearings before the nursing regulatory board
173. Develop process and procedure for human rights protection
176. Employ nurse staff
177. Prepare report on complaints about registered nurses and licensed practical nurses
193. Establish quality assurance program
196. Prepare budget for nursing education unit
210. Assess compliance of licensees with terms of probation
227. Write a grant/contract proposal
228. Implement strategies for grievance
232. Develop bylaws for unit in nursing
234. Plan a staff development program
237. Prepare legal agreements/contracts with community health facilities
258. Prepare reports for approval agencies
259. Prepare reports for governing institution
263. Prepare site visit reports on institution of unit accrediting/approval agency

GRADUATE NURSES AND EMPLOYERS

51. Determine eligibility of domestic nurse graduate for nursing licensure
88. Determine eligibility for registration as an advanced registered nurse practitioner

92. Obtain an electrocardiographic reading
121. Determine eligibility of graduates of foreign nursing schools for state board test pool examination/ endorsement licensure
125. Initiate under water seal chest drainage
128. Determine eligibility of domestic nurse graduate for nursing licensure by endorsement
132. Assess client cardiopulmonary status via a swan ganz reading
133. Use cutaneous stimulation for pain control
135. Develop a plan of care for a client with a Blakemore tube
143. Seek funding sources for nursing research
151. Defibrillate a client
162. Ventilate a client with a mechanical ventilator
171. Schedule disciplinary hearings before the nursing regulatory board
177. Prepare report on complaints about registered nurses and licensed practical nurses
196. Prepare budget for nursing education unit
197. Provide individaul psychotherapy
208. Provide group psychotherapy
210. Assess compliance of licensees with terms of probation
227. Write a grant/contract proposal

Results of Item Analyses by Setting and Years of Work Experience

Observations associated with specific items appeared to warrant further investigation. Consequently, these items were analyzed by setting and years of experience. This procedure allowed a closer examination of the responses to any given item. Appendix M-Q shows the results of these analyses.

CHAPTER V

SUMMARY

The Nursing Delineation Studies provide an exploratory analysis of the nursing profession in North Dakota. The methodology utilized in this study supports the development of a data base for: 1) facilitating articulation of nursing education 2) delineating nursing practice and 3) improving utilization of nursing resources by nurse employers. Significant trends in the data were observed relative to the varying degrees of skill/knowledge complexity. As the complexity of the nursing skills examined increased:

1) Nurse educators in more advanced education programs were more likely to target the skill as an educational objective.

2) Nurse employers were more likely to utilize nurses with advanced education degrees for "safe performance" of the skill.

3) Nurses were more likely to differentiate the skill as congruent with BS or Graduate nursing practice. The differentiation was most substantial for Cluster 3 skills. Cluster 2 skills showed moderate differentiation at Level 1 and substantial differentiation at Level 2 and 3. Very little differentiation occured for Cluster 1 nursing skills.

Educational aspirations of North Dakota nurses and employers (nurse supervisors) were high. This finding suggests high levels of growth need strength within the state's existing nursing work groups. This result indicates significant potential for job enlargement, job enrichment and career development (mobility) efforts for North Dakota nurses. A majority of employers, educators and nurses surveyed were

in favor of using educational preparation as a component of salary determination in addition to satisfactory performance and experience.

Observations across educators, employers and nurses suggest the following conclusions:

1) LPN educational preparation appeared to be most appropriate for Cluster 1 (Level I and II) nursing skills. These skills involve technical nursing and basic clinical implementation and planning. The initiation of these tasks is often delegated by another person.

2) AD, D and BS education preparations appeared to be appropriate for Cluster 1 (Levels III and IV) nursing skills. The complexity of clinical skills is greater than Level I and II and more independent decision-making is required.

3) BS or Graduate education preparations appeared to be appropriate for Cluster 2 (Levels I, II, and III) nursing skills. The complexity of clinical skills is greater than Cluster 1 and professional development and regulation, administration and research are involved at this level.

4) Graduate educational preparation appeared to be most appropriate for Cluster 3 nursing skills. Evaluation of administration, clinical and education domains is involved.

Triangulation comparisons of nursing skills across educators, employers and nurses appeared to be a useful methodology for:

1) Identifying substantial incongruence between educators', nurses' and employers' observations of nursing skills.

2) Special task forces can use the triangulation data base to assist with decision-making regarding: a) the appropriate knowledge base for a given skill b) inclusion or exclusion of specific skills in nurses' scope of practice and 3) improved utilization of nursing resources and job design.

In summary, LPN nurses were well prepared in basic clinical care, but are currently underutilized in this capacity by employers.

Employers are seeking to utilize BS nurses for management and administrative skills, but many BS nurses do not feel they possess these skills. Employers do differentiate between educational preparation levels for safe performance of nursing skills of varying complexity. However, employers do not currently apply salary differentials between educational preparation levels. Underutilization of nursing resources appears to be more of a problem than overutilization.

Future Research Suggestions

1) The results of this preliminary investigation of nursing practice in North Dakota should not be considered comprehensively representative of Nursing. Future research should be conducted investigating additional nursing skills not examined in this study. The nursing skills provided by survey respondents are fertile ground for studying "adaptive" skills needed in nursing in the near future.

2) Future research on the feasibility of nursing job design, job enrichment and/or career development incentives should take place in a variety of employment settings.

3) Future research on the organizational outcomes of job design efforts, job enrichment efforts and career development efforts is needed to determine if the work system changes have produced the desired results.

4) Future research on work effectiveness, job satisfactions, work motivations, absenteeism and turnover are needed to establish baseline data for improving nursing work systems.

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Volume 1: Methods Report

Volume 2: Report of Results

Volume 3: Summary and Recommendations

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Final Report and Recommendations

APPENDIX A

Cover Letter for Nursing Delineation Survey I

‹title› ‹first name› ‹last name›
‹address›
‹city›, ‹state› ‹zip›

November 2, 1983

Dear ‹title› ‹last name›:

This survey is designed to assist with the delineation of various levels of nursing education and practice within the State of North Dakota. You were randomly selected from a group of nurses with similar educational backgrounds. Your professional observations and opinions are essential.

CONFIDENTIALITY

Your responses to this survey are completely confidential. No person(s) will have access to your response sheet other than the research consultants: Dr. Clark and Dr. Smith (NDSU). Your response sheets have been precoded to facilitate research procedures associated with substantial numbers of respondents.

DIRECTIONS

Record your responses on the answer sheet with a #2 lead pencil. You should select only one response from the alternatives provided. The competency items that were included in the survey were selected from the Kentucky Nursing Delineation Study (August, 1982). The last items of the survey provide you with an opportunity to list several competencies you feel should be included in the next delineation study. Delineation is an on-going process that can provide useful information for nursing education and practice.

RESULTS

The North Dakota Board of Nursing will receive a report discussing the results of the research. If you would like a summary of the results indicate yes on the last question.

TIMELINES

Please complete the survey as carefully as possible and return it in the envelope provided by November 16, 1983. Thank you for your cooperation.

Sincerely,

Neil Clark, Ed.D.
Research Consultant

APPENDIX B

Nursing Delineation Survey I

NURSING DELINEATION SURVEY I

BIOGRAPHIC DATA

DIRECTIONS: The responses to this survey are to be made on the 2 enclosed optical mark answer sheets. The identification has been pre-coded for your convenience. Your responses should begin with Page 1, Side 1; continue to Page 1, Side 2; and end with Page 2, Side 1. (Page 2, Side 2 is not used). Please select ONLY ONE response from the alternatives provided. Be sure to use a #2 lead pencil to mark your answers. Please begin with question number one.

PAGE 1
SIDE 1

1. Please indicate your current licensure level:

   (A) LPN
   (B) RN

2. Sex

   (A) Male
   (B) Female

3. Age

   (A) 20-29
   (B) 30-39
   (C) 40-49
   (D) 50-59
   (E) 60 or over

4. Please indicate your highest educational program completed in Nursing:

   (A) Licensed Practical Nurse (LPN) program
   (B) Associate Degree (AD) program
   (C) Diploma (D) program
   (D) Baccalaureate (BS, BN) program
   (E) Graduate (MS, MA, EdD of PhD) program

5. Please indicate how long ago you graduated from the program listed in question four:

   (A) 0-4 years ago
   (B) 5-14 years ago
   (C) 15-24 years ago
   (D) 25-34 years ago
   (E) over 35 years ago

6. Please indicate your previous nursing work experience in years:

   (A) 0-4
   (B) 5-14
   (C) 15-24
   (D) 25-34
   (E) 35 years ago or more

7. Please indicate the type of setting in which you are currently employed (or most recently employed):

   (A) Hospital (0-49 beds)
   (B) Hospital (50-99 beds)
   (C) Hospital (100 or more beds)
   (D) Clinic
   (E) None of the above

8. Please indicate the type of setting in which you are currently employed (or most recently employed):

   (A) Nursing Home/ICF (0-99 beds)
   (B) Nursing Home/ICF (100 or more beds)
   (C) Home Health Agency
   (D) Community Health Agency
   (E) none of the above

9. Assuming no barriers, indicate the highest nursing educational preparation you would like to achieve:

   (A) I would not further my educational preparation
   (B) I would like to obtain the AD or D level
   (C) I would like to obtain the Baccalaureate level
   (D) I would like to obtain the Master's level
   (E) I would like to obtain the Doctoral level

10. How many different levels of nursing education do you feel are needed to provide optimum nursing services to ND residents?

    (A) Four levels (LPN) & (AD) & (D) & (BS)
    (B) Three levels (LPN) & (D) & (BS)
    (C) Two levels (LPN) & (D)
    (D) Two levels (AD) & BS)
    (E) One level (BS)

11. In addition to satisfactory performance evaluation and years of experience do you think nurses' salaries should be determined by educational preparation?

    (A) Yes
    (B) No

Please identify the skills or competencies you currently possess from the following items. Indicate (A) if you possess the skill/competency and you perform it frequently [more than once per month] (B) if you possess the skill/competency but you perform it rarely [less than once per month] (C) if you possess the skill/competency but have never performed it (D) if you possess the skill/competency but it is not required in your current position (E) if you do not possess the skill/competency.

12. Measure urine sugar and acetone
13. Assess body weight
14. Use reality orientation in a one to one interaction
15. Measure urine specific gravity
16. Plan appropriate bed positioning for disabled client
17. Implement suicide precautions
18. Identify equipment needs
19. Place client in isolation
20. Transport an isolated client
21. Prepare a reality orientation class
22. Perform passive range of motion
23. Feed client via nasogastric feeding tube
24. Position disabled client in bed
25. Prepare written minutes of meetings
26. Apply an external catheter to male client
27. Transfer disabled client from bed to chair
28. Maintain client's indwelling catheter
29. Collect a urine specimen
30. Assess intake and output
31. Administer a cleansing enema
32. Promote normal bladder function
33. Measure intake and output
34. Initiate process for placing client in isolation.
35. Lead a reality orientation class
36. Remove a stool impaction
37. Implement client infection precautions
38. Prepare written communication
39. Provide care for client with nasogastric tube
40. Plan an individual reality orientation program
41. Perform gastric lavage
42. Plan transfer of client from bed to chair
43. Insert a nasogastric tube
44. Promote normal bowel function
45. Plan a staff recognition program
46. Develop a nurse orientation program
47. Evaluate institutional policies and standards by group process
48. Plan for passive range of motion
49. Insert urinary catheter in female client
50. Assess lochia
51. Determine eligibility of domestic nurse graduate for Nursing licensure
52. Establish plan of care to maintain skin integrity
53. Administer alcohol or tepid sponge bath
54. Perform cardiopulmonary resuscitation
55. Assess the client's bowel function
56. Insert urinary catheter in male client
57. Develop plan for assessment of the breasts
58. Perform physical assessment of perineum
59. Use a hypo- or hyperthermia blanket
60. Assess the breasts of a postpartum client
61. Provide alternate methods of communication for client with verbal communication deficit
62. Promote normal hydration
63. Write behavioral objectives for nursing administration
64. Perform a back rub
65. Participate as a member of a committee
66. Perform physical assessment of uterine fundus
67. Assess suicidal behavior
68. Develop a plan for assessing the uterine fundus
69. Develop plan for assessing lochia
70. Develop plan for assessing the perineum
71. Maintain intermittent intravenous infusion of fluid/medication
72. Assess maternal-infant attachment
73. Change sterile dressing
74. Implement the consultative process
75. Write a nursing standard
76. Prepare a nursing service budget
77. Develop a test blueprint
78. Develop plan for assessing the neurological status of a client
79. Develop a plan for nurse retention
80. Establish committees
81. Clean incisional button or tractional pins
82. Teach a client how to bathe a baby
83. Teach a client perineal self-care
84. Implement a decision
85. Develop a plan to teach a client how to bathe a baby
86. Monitor a nursing budget
87. Schedule educational activities
88. Determine eligibility for registration as an advanced registered nurse practitioner
89. Start an intravenous infusion

90. Develop a plan to teach a client to perform a breast self-examination
91. Teach a client breast feeding
92. Obtain an electrocardiographic reading
93. Issue an order
94. Teach a client how to bottle feed a baby
95. Teach client a specified procedure
96. Develop a plan to teach a client to bottle feed a baby
97. Implement a nursing referral
98. Make a decision
99. Develop a plan to teach perineal self-care
100. Teach a client how to perform a breast self-examination

(Please Continue Your Responses On Page 1, Side 2)

PAGE 1 - SIDE 2

101. Administer total parenteral nutrition
102. Coordinate the activites of others
103. Maintain continuous peripheral intravenous therapy
104. Prepare correspondence
105. Develop a philosophy of nursing service
106. Develop course content
107. Recruit students
108. Administer an intramuscular, intradermal or subcutaneous injection
109. Develop a plan to teach a client breast feeding
110. Obtain a sexual history
111. Obtain a blood pressure reading
112. Assign workload to personnel
113. Assess pulse presence, rate, volume and rhythm
114. Assess neurological status of client
115. Initiate client neurological checks
116. Develop professional, organizational policy/goal
117. Perform physical assessment of the breasts
118. Select applicants for admission into a nursing program
119. Identify outcome characteristics of the graduate of a nursing program
120. Act as a change agent
121. Determine eligibility of graduates of foreign nursing schools for licensing examination/endorsement licensure.
122. Make recommendations for nursing faculty salary/promotion/tenure
123. Write a reference
124. Write the delimination for nursing research
125. Initiate under water seal chest drainage
126. Assess heart sounds
127. Determine quota of nursing program admissions
128. Determine eligibility of domestic nurse graduate for nursing licensure by endorsement
129. Schedule activities, meetings, workshops, conferences
130. Assess the need for a course
131. Auscultate lung sounds
132. Assess client cardiopulmonary status via a Swan Ganz reading
133. Use cutaneous stimulation for pain control
134. Develop an essay test question
135. Develop a plan of care for a client with a Blakemore tube
136. Assess peripheral circulation
137. Write a purpose statement for nursing research
138. Assist a client to select a contraceptive method
139. Determine eligibility for nursing licensure of applicants with criminal conviction records
140. Obtain consent to implement data collection in nursing research
141. Assess rate, regularity, effort/depth of respirations
142. Teach a client about sexually transmitted diseases
143. Seek funding sources for nursing research
144. Select library holdings for unit in nursing
145. Define terms for nursing research
146. Assess emotional status of client
147. Suction the airway
148. Develop a plan for bladder retraining
149. Prepare information about nursing program for publication
150. Teach a client about contraceptive methods
151. Defibrillate a client
152. Develop strategies for conflict resolution
153. Develop a plan for change
154. Recruit faculty members
155. Prepare collected research data for analysis
156. Prepare an objective test
157. Prepare a bibliography for a specific nursing course
158. Develop a plan to promote optimal cardiac function
159. Develop faculty and administrator's job descriptions
160. Assist with problem solving during counseling
161. Develop a course proposal
162. Ventilate a client with a mechanical ventilator

163. Select an appropriate teaching strategy
164. Develop a plan for bowel retraining
165. Conduct a conference
166. Develop a grading scale for courses in nursing
167. Write the limitations for nursing research
168. Plan a conference
169. Ventilate a client with a hand ventilator
170. State nursing research problem
171. Schedule disciplinary hearings before the nursing regulatory board
172. Conduct professional development programs
173. Develop process and procedure for human rights protection
174. Act as a client advocate
175. Develop a plan to insure adequate ventilation
176. Employ nurse staff
177. Prepare report on complaints about registered nurses and licensed practical nurses
178. Assess the need for suctioning the airway
179. Write nursing research questions and/or hypotheses
180. Prevent injury during a grand mal seizure
181. Select a data collection tool
182. Disseminate the nursing research report
183. Select standards for achieving outcome objectives
184. Develop a staffing pattern
185. Write behavioral objectives for nursing course
186. Write the assumptions for the nursing research
187. Write behavorial objectives for a learner to achieve specific outcomes.
188. Delegate tasks
189. Evaluate student progress through nursing program
190. Develop admission criteria for nursing program
191. Select population for nursing research
192. Select audio-visual materials
193. Establish quality assurance program
194. Select student clinical learning experiences
195. Assist client to cope with anxiety
196. Prepare budget for nursing education unit
197. Provide individual psychotherapy
198. Interpret statistical nursing research data
199. Conduct a literature review
200. Meet requirements of regulating body

(Please Continue Your Responses On Page 2, Side 1)

PAGE 2 - SIDE 1

1. Develop a course outline
2. Provide family psychotherapy
3. Investigate complaints related to professional nursing practice
4. Validate data collection tool
5. Perform crisis intervention
6. Recommend candidate for faculty appointment
7. Conduct a performance appraisal
8. Provide group psychotherapy
9. Critique nursing research report
10. Assess compliance of licensees with terms of probation
11. Select the clinical sites for nursing courses
12. Evalute behavorial change
13. Write nursing procedures
14. Assess learner readiness
15. Dismiss students from nursing program
16. Prepare budget of expenses for nursing research project
17. Develop an objective test question
18. Select teaching aids
19. Write a nursing service policy
20. Develop an organizational chart
21. Develop a course evaluation tool
22. Evaluate outcome objectives
23. Write a scholarly work for publication
24. Write a job description
25. Develop a data collection tool
26. Collect nursing research data
27. Write a grant/contract proposal
28. Implement strategies for grievance
29. Analyze nursing research data
30. Use distraction for pain control
31. Develop a philosophy of nursing education
32. Develop bylaws for unit in nursing
33. Write a nursing job specification
34. Plan a staff development program
35. Select the method for conducting nursing research
36. Assist the client to relax systematically
37. Prepare legal agreements/contracts with community health facilities

38. Conduct an exit interview
39. Develop a nursing curriculum
40. Develop a conceptual framework
41. Develop a theory of nursing
42. Evaluate facilities, resources, and services of nursing curriculum
43. Evalute admissions process of nursing program
44. Assess client's need for oxygen therapy
45. Develop a plan to assist client to sleep
46. Evaluate nursing program via follow-up survey of employees
47. Plan for management of sensory overload
48. Develop a plan for pain control
49. Evaluate nursing job descriptions
50. Conduct peer evaluation of nursing faculty
51. Develop an evaluation model/plan for nursing program
52. Identify the learning needs of students
53. Conduct self-study of nursing program for accreditation
54. Write a nursing research report
55. Write a proposal for nursing research
56. Evaluate nursing organization/administration
57. Evaluate nursing program via survey of graduates
58. Prepare reports for approval agencies
59. Prepare reports for governing institution
60. Plan for management of sensory deprivation
61. Evaluate nursing curriculum
62. Conduct summative program evaluation
63. Prepare site visit reports on institution or unit for accrediting/approval agency
64. Provide oral hygiene

Please provide us with a list of additional skills/competencies you see as essential now or in the future. Identify the Now items with (N) and the Future items with (F).

65. ( )
66. ( )
67. ( )
68. ( )
69. ( )
70. ( )
71. ( )
72. ( )
73. ( )
74. ( )
75. Please indicate if you would like summary of the research results.
( ) Yes ( ) No

****Please Return This Sheet With Your Optical Mark Answer Sheets!**

- IMPORTANT -

Please place this sheet between your optical mark answer sheets before inserting them in the return envelope. This will prevent carbon transfer and insure accurate reading of your answers.

- DO NOT FOLD ANSWER SHEETS -

APPENDIX C

Cover Letter for Nursing Delineation Survey II

‹title› ‹first name› ‹last name›
‹position›
‹organization›
‹address›
‹city›, ‹state› ‹zip›

November 2, 1983

Dear ‹title› ‹last name›:

This survey is designed to assist with the delineation of various levels of nursing education and practice within the State of North Dakota. You were selected from a group of nurse educators who teach nurses with specific educational backgrounds. Your professional observations and opinions are essential.

CONFIDENTIALITY

Your responses to this survey are completely confidential. No person(s) will have access to your response sheet other than the research consultants: Dr. Clark and Dr. Smith (NDSU). Your response sheets have been precoded to facilitate research procedures associated with substantial numbers of respondents.

DIRECTIONS

Record your responses on the answer sheet with a #2 lead pencil. You should select only one response from the alternatives provided. The competency items that were included in the survey were selected from the Kentucky Nursing Delineation Study (August, 1982). The last items of the survey provide you with an opportunity to list several competencies you feel should be included in the next delineation study. Delineation is an on-going process that can provide useful information for nursing education and practice.

RESULTS

The North Dakota Board of Nursing will receive a report discussing the results of the research. If you would like a summary of the results indicate yes on the last question.

TIMELINES

Please complete the survey as carefully as possible and return it in the envelope provided by November 16, 1983. Thank you for your cooperation.

Sincerely,

Neil Clark, Ed.D.
Research Consultant

NURSING DELINEATION SURVEY II
BIOGRAPHIC DATA

DIRECTIONS: The responses to this survey are to made on the 2 enclosed optional mark answer sheets. The identification has been pre-coded for your convenience. Your responses should begin with Page 1, Side 1; continue to Page 1, Side 2; and end with Page 2, Side 1. (Page 2, Side 2 is not used). Please select ONLY ONE response from the alternatives provided. Be sure to use a #2 lead pencil to mark your answers. Please begin with question number one.

PAGE 1
SIDE 1

1. Sex

   (A) Male
   (B) Female

2. Age

   (A) 20-29
   (B) 30-39
   (C) 40-49
   (D) 50-59
   (E) 60 or over

3. Please indicate your highest educational program completed in Nursing:

   (A) Baccalaureate (BS) program
   (B) Masters (MS, MA)
   (C) Doctoral (EdD, Phd)

4. Please indicate how long ago you graduated from the program listed in question three:

   (A) 0-4 years ago
   (B) 5-14 years ago
   (C) 15-24 years ago
   (D) 25-34 years ago
   (E) 35 years ago or more

5. Please indicate the type of Nursing Education Program you now administer:

   (A) LPN program
   (B) AD program
   (C) D program
   (D) BS program
   (E) MS/PhD program

6. Please indicate your previous experience as a Nurse Educator within the program listed in question 5:

   (A) 0-4
   (B) 5-14
   (C) 15-24
   (D) 25-34
   (E) 35 years ago or more

7. What percentage of your graduates go on for a higher level of education in Nursing?

   (A) 0 to 5%
   (B) 6 to 10%
   (C) 11 to 15%
   (D) 16 to 20%
   (E) 21% or more

8. What percentage of your graduates obtain employment in Nursing within 6 months?

   (A) 79% or less
   (B) 80 to 84%
   (C) 85 to 89%
   (D) 90 to 94%
   (E) 95 to 100%

9. What percentage of you graduates practice nursing in North Dakota?

   (A) 79% or less
   (B) 80 to 84%
   (C) 85 to 89%
   (D) 90 to 94%
   (E) 95 to 100%

10. How many different levels of nursing education do you feel are needed to provide optimum nursing services to ND residents?

    (A) Four levels (LPN) & (AD) & (D) & (BS)
    (B) Three levels (LPN) & (D) & (BS)
    (C) Two levels (LPN) & (D)
    (D) Two levels (AD) & BS)
    (E) One level (BS)

11. In addition to satisfactory performance evaluation and years of experience do you think nurses' salaries should be determined by educational preparation?

    (A) Yes
    (B) No

Please indicate the skills/competencies your graduates possess when they exit your educational program. Indicate (A) if your graduates possess the skill/competency. Indicate (B) if your graduates do not possess the skill/competency.

APPENDIX E

Cover Letters for Nursing Delineation Survey III
and Follow-up Letter for Delinquent Respondents

‹title› ‹first name› ‹last name›
‹position›
‹organization›
‹address›
‹city›, ‹state› ‹zip›

November 2, 1983

Dear ‹title› ‹last name›:

This survey is designed to assist with the delineation of various levels of nursing education and practice within the State of North Dakota. You were selected from a group of nursing employers who utilize nurses with specific educational backgrounds. Your professional observations and opinions are essential.

CONFIDENTIALITY

Your responses to this survey are completely confidential. No person(s) will have access to your response sheet other than the research consultants: Dr. Clark and Dr. Smith (NDSU). Your response sheets have been precoded to facilitate research procedures associated with substantial numbers of respondents.

DIRECTIONS

Record your responses on the answer sheet with a #2 lead pencil. You should select only one response from the alternatives provided. The competency items that were included in the survey were selected from the Kentucky Nursing Delineation Study (August, 1982). The last items of the survey provide you with an opportunity to list several competencies you feel should be included in the next delineation study. Delineation is an on-going process that can provide useful information for nursing education and practice.

RESULTS

The North Dakota Board of Nursing will receive a report discussing the results of the research. If you would like a summary of the results indicate yes on the last question.

TIMELINES

Please complete the survey as carefully as possible and return it in the envelope provided by November 16, 1983. Thank you for your cooperation.

Sincerely,

Neil Clark, Ed.D.
Research Consultant

‹title› ‹first name› ‹last name›
‹address›
‹city›, ‹state› ‹zip›

December 14, 1983

Dear ‹title› ‹last name›:

We received nearly a 50% return on our first effort with the Nursing Delineation Study. I am writing you because we have not received your response and we would like to encourage you to participate in our second effort. Your professional observations will enhance the representativeness of our samples. Your individual effort is needed and appreciated!

CONFIDENTIALITY

Your responses to this survey are completely confidential. No person(s) will have access to your response sheet other than the research consultants: Dr. Clark and Dr. Smith (NDSU). Your response sheets have been precoded to facilitate research procedures associated with substantial numbers of respondents.

DIRECTIONS

Record your responses on the answer sheet with a #2 lead pencil. You should select only one response from the alternatives provided. The competency items that were included in the survey were selected from the Kentucky Nursing Delineation Study (August, 1982). The last items of the survey provide you with an opportunity to list several competencies you feel should be included in the next delineation study. Delineation is an on-going process that can provide useful information for nursing education and practice.

RESULTS

The North Dakota Board of Nursing will receive a report discussing the results of the research. If you would like a summary of the results indicate yes on the last question.

TIMELINES

Please complete the survey as carefully as possible and return it in the envelope provided by January 4, 1984. Thank you!

Sincerely,

Neil Clark, Ed.D.
Research Consultant

APPENDIX F

Nursing Delineation Survey III

NURSING DELINEATION SURVEY III

BIOGRAPHIC DATA

DIRECTIONS: The responses to this survey are to be made on the 2 enclosed optical mark answer sheets. The identification has been pre-coded for your convenience. Your responses should begin with Page 1, Side 1; continue to Page 1, Side 2; and end with Page 2, Side 1. (Page 2, Side 2 is not used). Please select ONLY ONE response from the alternatives provided. Be sure to use a #2 lead pencil to mark your answers. Please begin with question number one.

PAGE 1
SIDE 1

1. Sex

   (A) Male
   (B) Female

2. Age

   (A) 20-29
   (B) 30-39
   (C) 40-49
   (D) 50-59
   (E) 60 or over

3. Please indicate your highest educational program completed in Nursing:

   (A) Licenses Practical Nurse (LPN) program
   (B) Associate Degree (AD) program
   (C) Diploma (D) program
   (D) Baccalaureate (BS, BN) program
   (E) Graduate (MS, MA, EdD of PhD) program

4. Please indicate how long ago you graduated from the program listed in question three:

   (A) 0-4 years ago
   (B) 5-14 years ago
   (C) 15-24 years ago
   (D) 25-34 years ago
   (E) 35 years ago or more

5. Please indicate your previous experience in years in directing nurses within your setting:

   (A) 0-4
   (B) 5-14
   (C) 15-24
   (D) 25-34
   (E) 35 years ago or more

6. Please indicate the geographic location of your place of employment:

   (A) Northwest region of ND
   (B) Southwest region of ND
   (C) Central region of ND
   (D) Northeast region of ND
   (E) Southeast region of ND

7. Please indicate your current employment setting:

   (A) Hospital (0-49 beds)
   (B) Hospital (50-99 beds)
   (C) Hospital (over 100 beds)
   (D) Clinic
   (E) None of the above

8. Please indicate your current employment setting:

   (A) Community Health Agency
   (B) Home Health Agency
   (C) Nursing Home/ICF (0-99 beds)
   (D) Nursing Home/ICF (over 100 beds)
   (E) none of the above

9. Assuming no barriers, indicate the highest nursing educational preparation you would like to achieve:

   (A) I would not further my educational preparation
   (B) I would like to obtain the Baccalaureate level
   (C) I would like to obtain the Master's level
   (D) I would like to obtain the Doctoral level

10. How many different levels of nursing education do you feel are needed to provide optimum nursing services to ND residents?

    (A) Four levels (LPN) & (AD) & (D) & (BS)
    (B) Three levels (LPN) & (D) & (BS)
    (C) Two levels (LPN) & (D)
    (D) Two levels (AD) & BS)
    (E) One level (BS)

11. In addition to satisfactory performance evaluation and years of experience do you think nurses' salaries should be determined by educational preparation?

    (A) Yes
    (B) No

Please indicate the minimum educational preparaton required to safely perform each of the following skills/competencies. You will select from the following alternatives: (A) LPN (B) AD (C) D (D) BS and (E) MS/PhD. As an employer, the delineation of nursing competencies by educational preparation can eventually assist you with job design and descriptions. It will assist Nurse Educators with curriculum planning so that more nurses enter the work environment with competencies you have identified as "appropriate" or "essential" for that work group.

APPENDIX G

Nursing Competencies Submitted for Future Delineation Research

Subject # Where N = Now; and F = Future

008

1. (N) Make decisions of patients eligibility for nursing services as required by insurances-government and private.
2. (N) Develop strategies in influencing health care legislation.

012

1. (N) Set up a home health program. BS or MS evaluate need. Write Grant.
2. (N) Nurse Consultant. BS or MS.
3. (N) Serve on peer review board BS or MS.
4. (N) Start a breast feeding support group. Evaluate need.
5. (N) Initiate legislative laws for home care . BS or MS.

013

1. (N) Middle management administrative abilities.
2. (N) Political systems approach and process.
3. (N) Financial Planning.
4. (N) Organizational structural management.
5. (N) Role of nurse as independent practitioner.
6. (N) Learning to survive as a private entity.
7. (F) Definitive criteria for role of a nurse.
8. (N) Expanded role of nursing.
9. (N) Networking among nursing.
10. (N) Research.

022

1. (N) Management techniques.
2. (N) In-depth budgeting.
3. (N) Computer science.

029

1. (F) Assisting in designing of health facilities.

044

1. (N) Assess client's need for diuretics, K+, etc.
2. (N) Collect a blood specimen.
3. (N) Develop an inservice program for your staff.
4. (N) Establish ways to recognize staff for good they have done.
5. (N) Feed client with severe swallowing problem with NG or stomach tube.
6. (N) Implement necessary programs-safety, infection control, quality assurance, etc.
7. (N) Lead a class to teach nurses' aides.
8. (N) Measure for Jobst, Ted, stockings etc.
9. (N) Obtain a nutritional assessment.
10. (N) Plan a rehab program for a stroke patient.

053

1. (N) Business education.
2. (N) Budge preparation.
3. (N) Computer language.

091

1. (F) Computer charting mandatory.

092

1. (N) Use of fetal monitor.
2. (N) Vag. exams.

095

1. (N) Productivity measurement.
2. (F) Marketing skills.

098

1. (N) Assessment of systems.
2. (N) Establishing/contg. N.C.P.
3. (N) Assessing DRGS.
4. (N) Recognition of Budget.

109

1. (N) Administration of medication.
2. (N) Interview of applicants for nursing employment.
3. (N) Assessment of patient load using acuity system.
4. (N) Supervision of nursing staff giving patient care.
5. (N) Patient family teaching about illness/health.
6. (N) "Trouble shooting" - re: problems on nursing units.

110

1. (N) Budget
2. (N) Computer
3. (N) Business politics.

112

1. (N) Able to use sterile technique.
2. (N) Assess legal/governmental impact (interpretation).
3. (N) Personnel management.
4. (N) Financial management.

121

1. (N) Interpretation basic arrythmias.
2. (F) Computer knowlege.

130

1. (N) Cut off casts.
2. (N) Assess CVP readings.
3. (N) Monitor dialysis.

131

1. (N) Critical care.

137

1. (N) Monitor interpretation skills (cardiac, fetal, B.P. etc).
2. (N) Computer skills.

140

1. (N) More clinical in 4-year program.
2. (N) More theory in 3-year program.

146

1. (N) Conduct vaginal exams.

147

1. (N) Conduct disciplinary conferences.
2. (N) Write goal oriented nsg care plans.
3. (N) Provide patient education re: mediction.
4. (N) Interview perspective employees.

148

1. (N) Safety policies.
2. (N) Inservice programs.

155

1. (N) Multidisciplinary input to treatment planning.
2. (F) Colleagial based assessment of client needs.
3. (N) Discharge planning for optimal functioning.
4. (N) Ability to utilize nursing diagnoses for optimal planning.
5 (N) Ability to define leadership characteristics and outcomes for nursing staff.

162

1. (N) Management.
2. (N) Specialty.

177

1. (N) Reasonable knowledge of medication use/misuse and side effects.
2. (N) Child assessment for abuse.
3. (N) Reporting of child abuse.
4. (N) Knowlege of community referral system (counseling, financial assistance).
5. (N) Awareness of cost effective medical care.
6. (N) Self awareness, strength and weakness, goals, avoid burnout.

187

1. (N) Teaching the patient about medications and their uses.
2. (N) Making use of outside agencies for patient follow-up.
3. (N) Better discharge planning.

193

1. (N) Budget writing.
2. (N) Drug interaction assessments.
3. (F) Use of computers.

195

1. (N) Differenciate nursing procedures from medical procedures.

200

1. (N) Assess family coping mechanisms and abilities.
2. (N) Participate on boards of community agencies.
3. (N) Develop plan for marketing health care services.
4. (N) Prepare formal referrals.
5. (N) Prepare assessment of community strengths/weaknesses.

203

1. (N) Physical assess skills of all body systems, mental health status.
2. (N) Collect complete health history.
3. (N) Implement nursing care plan in client's home.
4. (N) Utilize current literature for problem solving in nursing.
5. (N) Prepare a resume.
6. (N) Communicate individual plan of nursing care orally/written.

204

1. (N) Ability to act as a change agent.
2. (N) Ability to develop network among peers.
3. (N) Ability to interact in an interdisciplinary team.
4. (N) Ability to discuss issues with legislators/congressmen.
5. (N) Assess client needs against DRS regulations.
6. (N) Teach staff regarding implications of DRG's.
7. (N) Assess eating disorders.

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8. (N) Modify eating patterns of those with eating disorders.

9. (N) Assess and teach the depressed client.

206

1. (N) Assessment of FHT.

2. (N) Assessment of Fetal well-being (fetal monitoring).

3. (N) Assessment of the newborn.

4. (N) Assessment of growth and development of the child.

5. (N) Assessing and planning for nutritional needs of children.

6. (N) Develop personal/organizational marketing skills.

7. (N) Evaluate power structure within an organization.

8. (N) Develop computer skills.

208

1. (N) Physical assessment.

211

1. (F) Computer skills.

215

1. (F) Hanging IV's.

2. (F) Assess heart sounds.

3. (N) Develop a plan of care for a patient.

4. (N) Working in a supervisory role in geriatric areas.

5. (N) Working on evaluations in all areas.

6. (F) Use of Practical Nurse in public health.

216

1. (N) Intravenous administration.

2. (N) Team leading assessment and delegation of tasks.

3. (N) Defibrillation.

4. (F) Change agents.

217

1. (N) Do health assessment: physical, lifestyle, spiritual.
2. (N) Monitor individual health program.
3. (F) Prescribe drugs for health maintenance.
4. (N) Promote self care.

220

1. (N) Ability to utilize the political process to achieve health care goals.
2. (N) Assessment of family functioning.
3. (N) Planning and intervention to correct family malfunctioning.
4. (N) Competence in using court system for instigating needed social change.
5. (N) Ability to conceptualize the health care system in the total scheme of economic politics.
6. (N) Business and legal competencies toward achieving autonomy for nursing services in health care institutions.
7. (N) Assessment of community health needs.
8. (N) Planning and intervention for promotion of optimum community health and prevention of illness on a community-wide basis.

225

1. (N) Assess environmental safety.
2. (N) Assess chemical safety.
3. (N) Administer medications.
4. (N) Apply restraints.
5. (N) Cleanse skin (bathing).
6. (N) Provide for release of flatus.
7. (N) Present oral reports.

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8. (N) Removal fecal impaction.
9. (N) Establish sterile field
10. (N) Maintain sterile technique.
11. (N) Don sterile gloves.
12. (N) Irrigation of a urinary catheter.
13. (N) Measuring central venous pressure.
14. (N) Applying antiembolic stockings.
15. (N) Providing care of nails.
16. (N) Providing care of hair.
17. (N) Use of hydraulic lift, W/C stretcher, etc.
18. (N) Use of correct body mechanics.
19. (N) Care of prostheses.
20. (N) Bedmaking.
21. (N) Recording.
22. (N) Dressing a client.
23. (N) Heimlich Maneuver.

230

1. (N) Implement nursing theories.
2. (N) Components of adult education.

231

1. (N) Identifying patient problems.
2. (N) Writing nursing diagnoses.
3. (N) Writing patient outcome.
4. (N) Evaluating nursing care.
5. (N) Writing patient standards.
6. (N) Conducting clinical research.
7. (N) Publishing clinical work.

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8. (N) Assess normal physiological function.

9. (N) Assess abnormal physiological function.

10. (F) Develop nursing care via computer.

232

1. (N) Apply computer technology to nursing care situations.

2. (N) Conduct a community assessment.

3. (N) Form a therapeutic group.

4. (N) Perform systematic, comprehensive physical examination.

5. (N) Interpret common laboratory data.

6. (N) Communicate effectively orally (able to deliver a clear and organized effective oral presentation).

7. (N) Teach a group of clients.

8. (N) Formulate clear nursing diagnoses.

9. (N) Interpret (explain) health care policy to consumers, i.e. DRG's.

10. (N) Utilize ethical principles in the process of problem-solving in nursing care situations.

11. (N) Articulate a personal theory of nursing.

12. (N) Make a home visit.

233

1. (N) Assess clients compliance to health care plan.

2. (N) Act as a mentor.

3. (N) Develop and implement discharge plan.

4. (N) Conduct a health assessment of a community.

5. (N) Identify community resources.

6. (N) Assess need for home care.

7. (N) Assess own need for continuing education.

235

1. (N) Evaluate lab results.
2. (N) Carry out nursing cares based on lab results, independent of physician orders.
3. (N) Assess community needs, especially for health maintenance education.

237

1. (N) Nursing assessment.
2. (N) Nursing diagnosis.
3. (N) Nursing orders.

238

1. (N) Interpersonal skills.
2. (N) Spiritual skills.

239

1. (N) Determine faculty workload.
2. (N) Evaluate health related legislation.
3. (N) Operate a computer.
4. (N) Write clinical performance objectives for students.

240

1. (N) Skill in initiating, maintaining the use of the problem oriented medical system within institutions.
2. (N) Ability to participate in the legislative process at local, state, federal levels.
3. (N) Skills in assertive training.
4. (N) Attitude changes of nurses to emphasize membership in the A.N.A.
5. (F) Skills in computerized medical technology.

243

1. (F) Nursing diagnosis.
2. (N) Complete health assessment.
3. (N) Developmental assessment.

246

1. Identify client learning readiness.
2. Identify client learning needs.
3. Assess client learning.
4. Assist client in adapting equipment.
5. Present a report orally.
6. Teach self care to client.
7. Teach care to family members.

251

1. (N) Perform a community assessment.
2. (N) Plan, implement and evaluate community services.
3. (N) Plan for time management (evaluate).
4. (N) Contact media for news or feature stories.

253

1. (N) Labor-management skills.
2. (N) Legislative health issues and process.

255

1. (F) Survey grading systems in nursing.

256

1. (N) Utilization of computers in providing care.

258

1. Computer literacy.
2. Interpersonal communication skills.
3. Motivational strategies.
4. Attitude identification.
5. Behavioral modification strategies.

260

1. (N) Conflict resolution.
2. (N) Motivational techniques.

263

1. (N) Objectively evaluate employees.
2. (N) Request assistance when unsure.

268

1. (N) Provide individual psychotherapy.
2. (N) Provide consultative services to other nurses.
3. (N) Assess the patients capacity to communicate.
4. (N) Develop plan to assist in communicating with a patient.
5. (N) Implement plan to assist in communicating with a patient.
6. (N) Gather client data relative to a nursing diagnosis.
7. (N) Identify a nursing diagnosis.
8. (N) Devise a plan of care appropriate to a nursing diagnosis.
9. (N) Evaluate the plan of care.
10. (N) Collaborate with other health care professionals in providing coordinated patient care.

270

1. (N) Conflict resolution strategies.
2. (F) Computer literacy.
3. (N) Ability to work positively with families.
4. (N) Collaborate with other health professionals.

282

1. (N) Middle management administrative abilities.
2. (N) Political system approach and process.
3. (N) Financial planning.
4. (N) Role of nurse as independent practitioner.
5. (F) Learning to survive as a private entity.
6. (N) Definitive criteria on the role of a nurse with long-range planning.
7. (N) Expanded role of nursing.
8. (F) Networking in nursing.
9. (N) Research
10. (N) Professionalism.

286

1. (N) Qualitative blood -gas analysis.
2. (N) Pharmacology questions.
3. (N) Physiology and organ systems.
4. (N) IV Therapy.
5. (N) Nurse-doctor survey committees.

287

1. (F) Marketing nursing in curricula of Baccalaureate program.
2. (F) Preparation on Baccalaureate level for independent nursing practice.

290

1. (N) Develop treatment plan for clients.
2. (N) Recommend and initiate medication regimes.
3. (N) Initiate and/or participate in interdisciplinary planning.
4. (N) Make self knowledge about legalities of nursing - know boundaries of practice.

297

1. (N) Write behavior or objectives.
2. (N) Participate in quality assurance programs.
3. (N) Apply a nursing theorist to nursing practice.
4. (N) Use of nursing diagnoses in care plans.
5. (N) Develop individualized care plans for clients the nurse cares for.
6. (N) Develop long and short term goals for clients.
7. (N) Develop an intradisciplinary approach to client care.
8. (N) Mandatory CEU's.
9. (N) Identifies spiritual needs of individual clients.
10. (N) Refers hospitalized clients to community resources as appropriate.

298

1. Identify health risk factors.
2. Develop and implement health promotion measures with advanced preparation to develop clinical competencies: 1) Collect and record patient data in a problem oriented fashion. 2) Perform complete physical examination. 3) Initiate therapeutic intervention for emergent problems. 4) Assume a primary health care provider role in a collaborative team practice model.

291

1. (N) Physical assessment skills.
2. (N) Data collection, history taking.
3. (N) Health maintenance teaching-diet management, stress management, etc.
4. (N) Refer clients to appropriate facilities/services within the health care systems.

303

1. (N) Ability to work within an interdisciplinary team.
2. (N) Administrative and leadership skills.
3. (N) Supervision skills.

304

1. (N) Assess clients' need for health teaching.
2. (N) Assess clients' readiness for learning.
3. (N) Develop plan to meet health teaching needs.
4. (N) Assess nutritional status of client.
5. (N) Recognize deviation from normal EKG.
6. (N) Recognize barriers to communication.
7. (N) Use appropriate communication skills in obtaining nursing history.
8. (N) Apply nursing history information to appropriate plan for care.
9. (F) Initiate retrieval data from computer system.
10. (F) Interpret computer print-outs.

324

1. (N) Consultation.

327

1. (N) Able to interpret EKG rhythm.
2. (N) Able to write nursing diagnosis.
3. (N) Make patient referrals to community agencies.
4. (N) Perform venipuncture and initiate IV therapy.
5. (N) Evaluate Swan-Ganz and cardiac.output headings.
6. (N) Plan care for patient with intra-aortic balloon pump.

328

1. (N) Participate in academic advisement.
2. (N) Select appropriate text books.
3. (N) Develop nursing care plans.
4. (N) Evaluate documentation on client charts.
5. (N) Evaluate student written assignments.
6. (N) Develop policies for college faculty.
7. (N) Present professional programs.

334

1. (N) Questions dealing specifically with a teacing area, i.e., diabetes or care
2. (N) Questions concerning stress and burnout - dealing with this.
3. (N) Questions concerning O.B. emergencies, i.e. precipitous delivery, placenta previa, abruptio placenta.
4. (N) Questions concerning insulin control.

335

1. (N) Perform endotracheal intubation.

338

1. (N) Complete physical assessment.

346

1. (N) Communication skills, oral-written.
2. (F) Computer skills.

347

1. (N) Perform venipuncture for blood specimen collection.
2. (N) Assess client for scoliosis.
3. (N) Assess client for head lice.
4. (N) Evaluate clients' immunization status.
5. (N) Initiate client immunization record.
6. (N) Teach a client Basic 4 nutrition.
7. (N) Perform urine pregnancy test.
8. (N) Provide problem pregnancy counseling and referral.
9. (N) Provide prenatal education.
10. (N) Provide infertility counseling and referral.

352

1. (N) Teach client/family home care on hospital discharge.
2. (N) Teach client health maintenance.
3. (N) Plan, teach and evaluate self medication schedule.
4. (N) Plan and implement care plan for client to learn care of a permanent IV cannula.
5. (N) Perform complete physical assessment.
6. (N) Plan and provide safety and comfort in client's physical environment.

354

1. (N) CPR.
2. (N) More complete or total nursing care.
3. (N) Public relations with client and family.
4. (N) Better knowledge of lab tests.

360

1. (N) Intubation.
2. (N) Delivery of infant (precipitous).

367

1. (N) Drawing blood.

377

1. (N) Assess effect of medications with awareness of side effects, etc.
2. (N) Assess spiritual needs of clients.
3. (N) Develop a plan to maintain wellness for client.
4. (N) Provide group therapy for nurses on ethical decisions/problems.
5. (N) Plan home care for disabled or elderly.
6. (N) Recommend nurses become politically active to impact on health policies.
7. (N) Plan for interdisciplinary conferences as a health team (M.D.'s, Pharmacists, PT, etc.).
8. (N) Conduct health topic public seminars.

381

1. Participate in local professional group.
2. Participate in state professional group.
3. Participate in national professional group.
4. Write orders for medications, according to protocol.
5. Refer patients to M.D. for examination.
6. See patients independently of M.D. supervision.
7. Work in more than one nursing job.
8. Lic. as physician assistant.

389

1. Interact with family members.

397

1. Organizational skills.
2. Management skills.
3. Care of patient and high technology equipment.

404

1. Improved teaching skills for R.N.'s (for patient and staff).
2. More management training (unit or dept., hospital or other health care facility).
3. Assertiveness training.
4. Full course on third-party re-imbursement.
5. Improved communication skills, both verbal and written.
6. More time spent in the acute care setting for undergraduates.

413

1. (N) CVP readings.
2. (N) Arterial lines
3. (N) Pacemaker insertion.
4. (N) Glucometer test.
5. (N) Cardioversion.
6. (N) Dialysis peritoneal/hemo.
7. (N) Lamaze instruction.

431

1. (N) Chart objectively.
2. (N) Determine legal aspects of nurse/client relationship.

432

1. (N) Primary and follow-up physical assessments.
2. (N) EKG monitoring and interpretation.
3. (N) Interpretation of diagnostic testing (lab, x-ray, etc.).
4. (N) Initiating Rx for life threatening situations (trauma

436

1. (N) Quality assurance.
2. (N) Research nursing.

438

1. (N) More emphasis on basic bedside care and skills.
2. (N) Less emphasis on paperwork and using big words.

452

1. (N) Assess patient status in relation to need for emergency treatment.
2. (N) Perform sterile vaginal exams on O.B. patient.
3. (N) Interpret rhythm EKG strips and notify physician in life-threatening arrhythmia.

453

1. (N) Stress coping.
2. (N) Doctor and nurse communication.
3. (N) Nutrition/Drug interaction.

455

1. (N) Computer skills
2. (F) Computer skills

467

1. (N) Be able to effectively communicate on a professional level with peers in the health profession (not a very tangible skill, but very essential.)
2. (N) Accept primary care responsibilities for clients.
3. (N) Assess need for spiritual needs of clients.

484

1. (N) Computer analysis.
2. (N) One level of professional nursing.

487

1. (N) Continuing education units.
2. (N) Eliminate lengthy questionnaires.

492

1. (N) To be effective patient educators.

494

1. (N) Care of patient in labor.
2. (N) Develop plan for pre-op teaching.
3. (N) Post-op care of patient.

498

1. (N) More clinical assessment.
2. (N) Assessing ear- normal and abnormal - throats- normal and abnormal.
3. (N) More ER clinical experience.
4. (N) Listening to normal and abnormal chest/lung sounds.
5. (N) Listening to normal and abnormal heart sounds.

499

1. (N) Administer chemotherapy.

502

1. (N) Understanding of administrative duties.
2. (N) Do basic physical assessment.
3. (N) Develop nursing diagnosis.

508

1. (N) Ability to handle situations with death in immediate family.
2. (N) Understanding cardiac rhythm.
3. (N) Understanding heart sound.
4. (N) Inc. knowledge of cardiovascular effects of medications.

509

1. (N) Updating the Nursing faculty.
2. (N) Longer clinical experience in nursing curriculum.

512

1. (N) In depth on CVP's.
2. (F) Some beginning teaching on Swanz Gaths.

513

1. (N) Implement a discharge plan.
2. (N) Identify patients in need of home nursing.

520

1. (N) Proper staff evaluation by supervisors.
2. (N) Criteria list for evaluating staff.
3. (N) Develop educational workshops for nursing updates in specific areas of nursing care.
4. (N) Develop criteria for staff advancement relating to position and responsibilities.
5. (F) Evaluate means of obtaining CEU's without joining a specific state organization.

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6. (F) Develop plan for staff education as to responsibilties of different departments so they work together more effectively for the clients' benefit.

7. (N) Total client assessment relating to and covering all basic needs.

523

1. (F) Basic computer use.

2. (N) Counseling for dying patient/family.

527

1. (N) Gerontogical nursing.

2. (F) Meeting health care needs of persons over 60.

3. (N) Client awareness of health and nursing home insurance coverage.

4. (N) Accurate and thorough documentation.

5. (N) Knowledge of medication and side effects.

6. (N) Pain management.

7. (N) NCP for clients and families of Alzheimer's Disease.

538

1. (F) Phone physicians.

2. (F) Reading of EKG strips

3. (F) Monitoring blood transfusions and side effects.

4. (F) Monitoring and caring for arterial lines (drawing blood, etc. for A-lines).

5. (F) Preparing information for staff meetings.

6. (F) Monitoring CVP lines and doing readings.

7. (F) Working with rotorest or clinitron beds.

8. (F) Conduct family interview.

542

1. (N) Venous sticks
2. (N) Radial sticks.
3. (N) Transcutaneous P02 monitoring.
4. (N) BP transducer monitoring.
5. (N) Drawing labwork off arterial lines.
6. (N) AV shunt cores (dialysis Fistula's).
7. (N) Blood gas analysis.
8. (N) Evaluating cariac arrythmias.
9. (N) Burn cares.
10. (N) Special diet considerations.

582

1. (N) Knowledge of legal aspects in nursing.
2. (N) Ability and knowledge to be patient advocate.

588

1. (F) Knowledge of computerization.

592

1. (F) Diagnosing.
2. (F) Prescribing medications.
3. (F) Prescribing treatments.
4. (N) Additional skills in first aid (absolutely essential for all medical personnel).
5. (N) Decision making in regard to acute care.

596

1. (N) Skills in planning and implementing health assessments.
2 (F) Skills in administrative nursing.

614

1. (N) Halo/body jacket cares.
2. (N) Medication knowledge.
3. (N) Pathological conditions knowledge.
4. (N) Gastrostomy tube reinsertion.
5. (N) Suture removal.
6. (N) Supra pubic cath reinsertion.
7. (N) Removal of bowel impaction.
8. (N) Hyper reflexia tx spinal cords.
9. (N) Knowledge of calories/food exchange.
10. (N) Trach changing.

635

1. (N) Budget management.
2. (N) D.R.G.'s.
3. (N) Increase productivity.

645

1. (F) Obtain knowledge of basic computer language.
2. (F) Obtain knowledge of basic computer operation.
3. (F) Perform basic computer programming as related to nursing.
4. (F) Develop method to determine staffing by use of computer.
5. (F) Develop method to determine nursing budget(s) by use of computer.
6. (N) Evaluate staff reaction to change.
7. (N) Evaluate risk factors on nursing units.
8. (N) Develop plan for risk prevention on nursing units.
9. (N) Evaluate new products utilized in nursing care.
10. (N) Evaluate cost effectiveness of new methods, products in nursing care.

649

1. (N) Knowledge of new pharmaceuticals.
2. (N) More and better access to refresher courses.
3. (F) More intense knowledge in specialty areas.
4. (N) Nursing programs continue in skills teaching as many new grads have the competency to perform procedures, but not the skills.
5. (F) Schools to continue using frequent hospital teaching exposure.
6. (F) Be more knowledgeable in the legal part of nursing.
7. (N) Better regionalization to allow nurses in rural areas to attend conferences.
8. (F) Use of home televisions for nurses to update skills or toacquire new ones.

650

1. (N) Interaction with co-workers.
2. (N) Interaction with other departments.
3. (N) Interaction with doctors.
4. (N) Legible concise charting.
5. (N) Proper communication skills.
6. (N) Patient teaching.
7. (N) Help concerned others along with patient through death and dying.
8. (N) Handling the confused combative patients.
9. (N) Handling your own stress factor.
10. (N) Giving extra emotional support.

663

1. (N) Assess kidney function.
2. (N) Develop plan to assess kidney function.

668

1. (N) Assess progress of labor.

2. (N) Assess fetal heart rate.

665

1. (N) Ability to perform computer systematic patient/client physical assessment.

2. (N) Ability to identify surgical instruments on sight and by name.

3. (N) Ability to relay accurate, concise, pertinent information on patients condition to physician.

4. (N) Ability to deliver newborn in emergency situation while minimizing risk to mom and newborn.

5. (N) Ability to insert endotrach tube in emergency with minimal trauma to patient.

6. (N) Ability to evaluate overmedication of patient and confront physician with findings.

7. (N) Ability to prepare IV medications.

8. (N) Familiarity with normal medication dosages (Bolus, IVP, IVPB, IM et oral) so you can identify excessive drug dosage and intervene if necessary.

9. (N) Familiarity with lab findings and some knowledge of meaning for patient.

10. (N) Ability to start IV without depending on an IV starting team as they have in larger hospitals.

686

1. (N) More skills in caring for the chemically dependent.

2. (N) Teach them to be more compassionate.

3. (N) Quite instilling the idea that they are "super nurses."

4. (N) Teach better communication skills.

5. (N) Allow more students to get extra training in specialty areas.

6. (N) There is an absolute need for more clinical experience.

691

1. (F) Computer

700

1. (N) Love and compassion.

717

1. (N) Computer skills

721

1. (N) Being able to function in a hospital.

726

1. (F) Working with computers.
2. (N) Home care teaching to patients.

757

1. (N) Able to work with peers.
2. (N) Good working relationship with clients.
3. (N) Ability to evaluate medical orders.

763

1. (F) Computer skills.
2. (F) Maintaining "Patient Contact" as we take advantage of the many technical advances incorporated into monitoring treatment and care.
3. (F) The relationship of diet to disease prevention.
4. (N) Continuing ed. now and in the future to keep up with advances in specialized care areas such as critical care.
5. (F) A better understanding of the relationship of psychological attitudes and disease processes.
6. (N) Continued stress of providing "in house" patient education.
7. (F) Expansion of health maintenance, home health and self care concepts.

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8. (N) Better understanding of our own feelings and attitudes about death and dying that we can better help our patients express their feelings.

9. (N) Increased voice in policies affecting nursing practice.

10. (N) Better understanding of the legal aspects of nursing.

764

1. (F) Skills regarding home health (discharge, follow-up, care etc.).

2. (F) Health maintenance.

3. (F) Communicable disease.

4. (F) Infant/child evaluation.

769

1. (N) Assess clients need for protection from abuse.

774

1. Advanced CPR.

2. Client placement.

3. Computer science.

4. Business administration and advertisement. TV media -audiovisual advertisement.

5. Common sense course.

6. Political intervention.

7. Legislative.

780

1. (N) Management skills of all kinds.

782

1. (N) Working with new equipment and machines.

786

1. (N) Assessment of term newborn.
2. (N) Assessment of premature newborn.
3. (N) Assessment of newborn with congenital anomalies.
4. (N) Performing apgar scores.
5. (N) Assessment of cervical dilitation, effacement, station, presentation.
6. (N) Apply a fetal monitor tocotonometer, cloverleaf, internal lead and intrauterine catheter.
7. (N) Assessment of FHR, VS of labor patient.
8. (N) Perform a douche.
9. (N) Assess fetal well-being via decels, accels, amniotic fluid color, FHR variability.
10. (N) Vital signs of infants- flush BP, apical HR, resp. rate, rectal temp.

789

1. (N) Assess total patient care.
2. (N) Provide total patient care.

794

1. (F) All nurses intubate patients.
2. (F) Use of computers for charting.
3. (N) Complete head to toe assessment of each patient on admission by nurse.
4. (N) Nursing diagnosis on each patient.
5. (N) Patient care plan -not nursing care plan.
6. (N) Continue stress on patient/family teaching.

800

1. (N) Developing skills in setting priorities.

805

1. (N) Evaluate patients spiritual needs.
2. (N) Provide spiritual along with physical and emotional.
3. (F) Computer skills.

826

1. (N) Nurisng, after the initial "book learning" is mostly common sense. We need more people with this ability.

828

1. (N) Irrigate foley.
2. (N) Irrigate NG
3. (N) Collect diastic from foley.

837

1. (N) Provide care for patient with a subclavian line.
2. (N) Coronary care trained.
3. (N) Interpret EKG's.
4. (N) Interpret fetal heart monitor.
5. (N) Provide care for patient with a CVP line.

841

1. (N) Add IV fluid.
2. (N) Be able to give IV drugs in code situation.

844

1. (N) Better client education.
2. (N) Better understanding of insurances.
3. (N) Better infection control standards.

852

1. (N) EMT training.
2. (N) More on the job training.
3. (N) More careful evaluation - if the nurses are in it for the money or the profession.

867

1. (N) Maintain Hickman catheter patency.
2. (N) Give IV rehydration - outpatient.
3. (N) Monitor and hook up cormed infusion pump and chemotherapy.
4. (N) Plebotomy work.
5. (N) Assist with bone marrow Bx's, spinal taps.

877

1. (N) Training in care of IV's.

901

1. (N) Increased information and ideas of how to deal with psychotic and neurotic patients.

929

1. (N) Order labwork when patients condition indicates.
2. (F) Develop and implement a plan for hospice program.

931

1. (N) More techniques of caring for surgical patients.
2. (N) More techniques of dealing with peds patients.
3. (N) Dealing with family of dying.
4. (F) Starting IV's.

935

1. (N) Checking lung sounds.

941

1. (N) All nursing students should have in the field experience. You learn to appreciate your sterile areas. It is an excellent experience.

950

958 1. (F) Starting IV's.

1. Operating room.

965

1. (N) Patient compassion.

2. (N) Nurse tact.

3. (N) Training for home nursing.

4. (N) Training for spiritual care.

5. (N) Training for home care of terminal patient.

APPENDIX H

LPN Triangulation Summary

LPN Educators N = 5

LPN Nurses N = 77

Nurse Employers N = 145

LPN Summary: Cluster 1, Level I

Job Content: Implementation of technical nursing skills dependent upon delegation from another person.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
264. Provide oral hygiene.	100.00	98.70	93.79	91.03
12. Measure urine sugar and acetone	100.00	100.00	91.72	91.72
13. Assess body weight	100.00	100.00	80.69	80.69
14. Use reality orientation in a one to one interaction	80.00	94.81	64.14	64.14
15. Measure urine specific gravity	80.00	72.73	64.13	62.07
16. Plan appropriate bed positioning for disabled client	100.00	97.40	50.34	50.34
17. Implement suicide precautions	80.00	83.12	24.13	24.13
18. Identify equipment needs	100.00	94.81	31.03	31.03
19. Place client in isolation	80.00	100.00	49.65	49.65
20. Transport an isolated client	100.00	89.61	60.69	60.69
21. Prepare a reality orientation class	20.00	57.14	10.34	10.34
22. Perform passive range of motion	100.00	98.70	84.14	84.14
23. Feed client via nasogastric feeding tube.	80.00	96.10	53.79	53.79
24. Position disabled client in bed	100.00	98.70	83.44	82.76
25. Prepare written minutes of meetings	40.00	81.82	58.62	58.62
26. Apply an external catheter to male client	100.00	87.01	75.86	75.86
27. Transfer disabled client from bed to chair	100.00	98.70	88.27	88.27
28. Maintain client's indwelling catheter	100.00	96.10	81.37	80.69

29.	Collect urine specimen	100.00	98.70	93.79	93.79
30.	Assess intake and output	100.00	98.70	54.48	54.48
31.	Administer a cleansing enema	100.00	100.00	89.66	89.66
32.	Promote normal bladder function	100.00	100.00	54.83	54.83
33.	Measure intake and output	100.00	100.00	91.72	91.72
34.	Initiate process for placing client in isolation	40.00	88.31	26.89	26.89
35.	Lead a reality orientation class	20.00	48.05	16.52	16.52
36.	Remove a stool impaction	80.00	96.10	62.75	62.75
37.	Implement client infection precautions	100.00	98.70	35.17	35.17
38.	Prepare written communication	80.00	84.42	37.98	37.24
39.	Provide care for client with nasogastric tube	100.00	97.40	63.44	63.44
40.	Plan an individual realty orientation program	40.00	57.14	11.72	11.72
41.	Perform gastric lavage	40.00	68.83	10.34	10.34
42.	Plan transfer of client from bed to chair	100.00	100.00	73.79	73.79

LPN Summary: Cluster 1, Level II

Job Content: Clinical Implementation, Planning, Assessment and Client Teaching

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
43. Insert a nasogastric tube	60.00	54.55	15.86	15.86
44. Promote normal bowel function	100.00	97.40	59.31	59.31
45. Plan a staff recognition program	0.00	48.05	15.17	15.17
46. Develop a nurse orientation program	0.00	50.65	3.44	3.44
47. Evaluate institutional policies and standards by group process	20.00	54.55	5.51	5.51
48. Plan for passive range of motion	100.00	98.75	37.24	36.55
49. Insert urinary catheter in female client	100.00	100.00	71.03	71.03
50. Assess lochia	100.00	85.71	42.75	42.75
51. Determine eligibility of domestic nurse graduate for nursing licensure	0.00	10.39	1.37	0.69
52. Establish plan of care to maintain skin integrity	100.00	89.61	29.65	29.65
53. Administer alcohol or tepid sponge bath	100.00	98.70	90.34	90.34
54. Perform cardiopulmonary resuscitation	100.00	94.81	80.00	80.00
55. Assess the client's bowel function	100.00	97.40	51.72	51.72
56. Insert urinary catheter in male client	100.00	87.01	54.48	53.79
57. Develop plan for assessment of the breasts	40.00	75.32	15.86	14.48
58. Perform physical assessment of perineum	80.00	79.22	22.75	22.75
59. Use a hypo- or hyperthermia blanket	80.00	71.43	43.44	41.37
60. Assess the breasts of a postpartum client	100.00	87.01	39.31	39.31

61.	Provide alternate methods of communication for client with verbal communication deficit	80.00	93.51	30.34	30.34
62.	Promote normal hydration	100.00	94.81	64.82	64.82
63.	Write behavioral objectives for nursing adminstration	0.00	48.05	2.06	1.37
64.	Perform a back rub	100.00	98.70	95.17	95.17
65.	Participate as a member of a committee	60.00	94.81	78.62	78.62
66.	Perform physical assessment of uterine fundus	80.00	89.61	30.34	30.34
67.	Assess suicidal behavior	60.00	66.23	13.79	13.10
68.	Develop a plan for assessing the uterine fundus	40.00	67.53	4.82	4.82
69.	Develop plan for assessing lochia	60.00	64.94	6.20	4.82
70.	Develop plan for assessing the perineum	60.00	66.23	6.20	6.20
71.	Maintain intermittent intravenous infusion of fluid/medication	0.00	67.53	4.82	4.82
72.	Assess maternal-infant attachment	80.00	79.22	20.00	20.00
73.	Change sterile dressing	100.00	100.00	76.55	76.55
74.	Implement the consultative process	0.00	63.64	8.27	8.27
75.	Write a nursing standard	0.00	38.96	3.44	3.44
76.	Prepare a nursing service budget	0.00	9.09	0.69	0.69
77.	Develop a test blueprint	0.00	9.09	6.20	2.75
78.	Develop a plan for assessing the neurological status of a client	20.00	9.95	0.69	0.69
79.	Develop a plan for nurse retention	20.00	22.08	-	-
80.	Establish committees	40.00	46.75	3.44	3.44
81.	Clean incisional button or tractional pins	100.00	71.43	53.10	53.10
82.	Teach a client how to bathe a baby	80.00	98.70	66.89	66.89

83.	Teach a client perineal self-care	100.00	94.81	65.51	65.51
84.	Implement a decision	100.00	89.61	44.82	44.82
85.	Develop a plan to teach a client how to bathe a baby	60.00	88.31	20.00	20.00
86.	Monitor a nursing budget	20.00	15.58	1.37	1.37
87.	Schedule educational activities	20.00	42.86	9.65	9.65
88.	Determine eligibility for registration as an advanced registered nurse practitioner	0.00	1.30	-	-

LPN Summary: Cluster 1, Level III

Job Content: Clinical Implementation & Assessment; Educational Planning; Education Program Maintenance; Research Planning; Decision/Policy Making; Communication (group, oral, individual, written).

Nursing Task	Educ.	Nurses	Cum.%	Employer %
89. Start an intravenous infusion	0.00	16.88	-	-
90. Develop a plan to teach a client to perform a breast self-examination	40.00	72.73	11.72	11.03
91. Teach a client breast feeding	100.00	81.82	51.72	51.72
92. Obtain an electrocardiographic reading	20.00	42.86	33.10	32.41
93. Issue an order	20.00	75.32	31.03	30.34
94. Teach a client how to bottle feed a baby	80.00	94.81	68.96	68.96
95. Teach a client a specified procedure	80.00	98.70	51.03	51.03
96. Develop a plan to teach a client to bottle feed a baby	60.00	87.01	15.86	15.17
97. Implement a nursing referral	40.00	55.84	19.31	18.62
98. Make a decision	80.00	97.40	71.72	71.72
99. Develop a plan to teach perineal self-care	60.00	79.22	13.79	13.79
100. Teach a client how to perform breast self-examination	100.00	96.10	50.34	50.34
101. Administer total parenteral nutrition	0.00	46.75	6.89	6.20
102. Coordinate activities of others	20.00	79.22	14.48	14.48
103. Maintain continuous peripheral intravenous therapy	40.00	55.84	3.44	3.44
104. Prepare correspondence	60.00	68.83	33.79	33.79
105. Develop a philosophy of nursing service	0.00	18.18	1.37	0.69
106. Develop course content	0.00	19.48	2.06	1.37
107. Recruit students	20.00	27.27	9.65	9.65
108. Administer an intramuscular, intradermal or subcutaneous injection	100.00	98.70	80.69	80.69

109. Develop a plan to teach a client breast feeding	60.00	75.32	11.72	11.03
110. Obtain a sexual history	60.00	70.13	20.69	20.00
111. Obtain a blood pressure reading	100.00	97.40	93.10	93.10
112. Assign workload to personnel	20.00	83.12	17.24	17.24
113. Assess pulse presence, rate, volume and rythm	100.00	100.00	50.34	50.34
114. Assess neurological status of client	100.00	81.82	17.24	17.24
115. Initiate client neurological checks	60.00	85.71	19.31	19.31
116. Develop professional, organizational policy/goal	0.00	37.66	2.06	1.37
117. Perform physical assessment of the breasts	40.00	80.52	33.10	33.10
118. Select applicants for admission into a nursing program	0.00	9.09	2.06	2.06
119. Identify outcome characteristics of the graduate of a nursing program	0.00	6.49	2.06	0.69
120. Act as a change agent	40.00	14.29	22.75	17.24
121. Determine eligibility of graduates of foreign nursing schools for state board test pool examination/endorsement licensure.	0.00	1.30	-	-
122. Make recommendations for nursing faculty salary/promotion/tenure	0.00	20.00	1.37	0.69
123. Write a reference	20.00	63.64	19.31	19.31
124. Write the delimitations for nursing research	0.00	7.79	-	-
125. Initiate under water seal chest drainage	0.00	19.48	3.44	0.69
126. Assess heart sounds	20.00	53.25	7.58	7.58
127. Determine quota of nursing program admissions	0.00	3.90	-	-
128. Determine eligibility of domestic nurse graduate for nursing licensure by endorsement	0.00	3.90	-	-

129. Schedule activities, meetings, workshops, conferences	20.00	41.56	10.34	9.65
130. Assess the need for a course	0.00	44.16	4.82	4.82
131. Auscultate lung sounds	80.00	58.44	20.00	19.31
132. Assess client cardiopulmonary status via a swan ganz reading	0.00	9.09	2.75	1.37
133. Use cutaneous stimulation for pain control	0.00	24.68	14.48	10.34
134. Develop an essay test question	20.00	35.06	5.51	5.51
135. Develop a plan of care for a client with a Blakemore tube	20.00	11.69	3.44	1.37
136. Assess peripheral circulation	100.00	74.03	21.37	21.37
137. Write a purpose statement for nursing research	0.00	16.88	-	-
138. Assist a client to select a contraceptive method	40.00	61.04	18.62	17.93
139. Determine eligibility for nursing licensure of applicants with criminal conviction records	20.00	2.60	2.06	0.69
140. Obtain consent to implement data collection in nursing research	20.00	20.78	6.89	6.20
141. Assess rate, regularity, effort/depth of respirations	100.00	97.40	36.55	36.55
142. Teach a client about sexually transmitted diseases	60.00	75.32	27.58	26.89
143. Seek funding sources for nursing research	0.00	9.09	1.37	0.69
144. Select library holdings for unit in nursing	0.00	20.78	4.82	4.13
145. Define terms for nursing research	0.00	27.27	1.37	0.69
146. Assess emotional status of client	100.00	88.31	26.89	26.20
147. Suction the airway	80.00	94.81	59.31	59.31
148. Develop a plan for bladder retraining	60.00	67.53	17.24	17.24
149. Prepare information about nursing program for publication	20.00	16.88	4.13	2.75

150. Teach a client about contraceptive methods	80.00	75.32	26.20	25.51
151. Defibrillate a client	0.00	42.86	8.96	8.96
152. Develop strategies for conflict resolution	20.00	37.66	2.75	2.75
153. Develop a plan for change	40.00	58.44	7.58	6.89
154. Recruit faculty members	0.00	16.88	1.37	0.69
155. Prepare collected research data for analysis	0.00	15.58	-	-

LPN Summary: Cluster 1, Level IV

Job Content: Clinical Planning; Education Course Development and Maintenance; Counseling; Job Descriptions.

Nursing Task	Educ.	Nurses	Cum. %	Employer %
156. Prepare an objective test	0.00	24.68	1.37	0.69
157. Prepare a bibliography for a specific nursing course	0.00	24.68	1.37	1.37
158. Develop a plan to promote optimal cardiac function	20.00	32.47	-	-
159. Develop faculty & administrator's job descriptions	0.00	12.99	-	-
160. Assist with problem-solving during counseling	40.00	48.05	7.58	6.20
161. Develop a course proposal	0.00	14.29	0.69	0.69
162. Ventilate a client with a mechanical ventilator	0.00	49.35	11.03	9.65
163. Select an appropriate teaching strategy	20.00	42.86	3.44	2.06
164. Develop a plan for bowel retraining	60.00	68.83	13.79	12.41

LPN Summary: Cluster 2, Level I

Job Content: Professional Development Planning and Implementation; Clinical Planning, Implementation and Assessment; Human Rights Protection; Research Planning; Administration Planning

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
165. Conduct a conference	20.00	38.96	10.34	8.96
166. Develop a grading scale for courses in nursing	0.00	9.09	-	-
167. Write the limitations of nursing research	0.00	5.19	-	-
168. Plan a conference	20.00	35.06	8.96	6.89
169. Ventilate a client with a hand ventilator	60.00	67.53	31.03	29.65
170. State nursing research problem	0.00	16.88	3.44	2.75
171. Schedule disciplinary hearings before the nursing regulatory board	0.00	5.19	2.06	0.69
172. Conduct professional development programs	0.00	16.88	-	-
173. Develop process and procedure for human rights protection	20.00	14.29	2.06	0.69
174. Act as a client advocate	60.00	40.26	34.48	35.17
175. Develop a plan to insure adequate ventilation	40.00	61.04	7.58	6.89

LPN Summary: Cluster 2, Level II

Job Content: Professional Regulation; Clinical Assessment Maintenance, Crisis Management; Education Planning and Evaluation; Administration Assessment Organization, and Maintenance; Research Planning, Implementation and Dissemination.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
176. Employ nurse staff	0.00	9.09	2.06	1.37
177. Prepare report on complaints about registered nurses and licensed practical nurses	20.00	40.26	4.13	3.44
178. Assess the need for suctioning the airway	100.00	96.10	42.06	42.06
179. Write nursing research questions and/or hypotheses	0.00	15.58	1.37	1.37
180. Prevent injury during a grand mal seizure	100.00	100.00	83.44	83.44
181. Select a data collection tool	20.00	32.47	6.20	4.13
182. Disseminate the nursing research report	0.00	14.29	3.44	3.44
183. Select standards for achieving outcome objectives	0.00	27.27	1.37	1.37
184. Develop a staffing pattern	0.00	22.08	4.13	4.13
185. Write behavioral objectives for nursing course	0.00	14.29	2.75	1.37
186. Write the assumptions for the nursing research	0.00	9.09	2.75	1.37
187. Write behavioral objectives for a learner to achieve specific outcomes	20.00	18.18	4.13	0.69
188. Delegate tasks	20.00	79.22	30.34	30.34
189. Evaluate student progress through nursing program	20.00	22.08	2.75	2.75
190. Develop admission criteria for nursing program	0.00	9.09	1.37	0.69
191. Select population for nursing research	0.00	6.49	0.69	0.69

192. Select audio-visual materials	20.00	50.65	11.03	11.03
193. Establish quality assurance program	0.00	15.58	0.69	0.69
194. Select student clinical learning experiences	0.00	22.08	1.37	1.37
195. Assist client to cope with anxiety	100.00	87.01	37.24	36.55
196. Prepare budget for nursing education unit	0.00	5.19	1.37	0.69
197. Provide individual psychotherapy	0.00	18.18	2.75	1.37
198. Interpret statistical nursing research data	0.00	9.09	2.06	0.69
199. Conduct a literature review	0.00	15.58	7.58	6.20
200. Meet requirements of regulating body	40.00	49.35	31.03	28.96
201. Develop a course outline	0.00	18.18	2.06	2.06
202. Provide family psychotherapy	0.00	11.69	2.06	1.37
203. Investigate complaints related to professional nursing practice	0.00	22.08	2.75	2.75
204. Validate data collection tool	20.00	12.99	2.06	0.69
205. Perform crisis intervention	40.00	38.96	11.72	11.72
206. Recommend candidate for faculty appointment	0.00	32.47	2.06	1.37
207. Conduct a performance appraisal	0.00	35.06	6.89	6.89
208. Povide group psychotherapy	0.00	11.69	-	-
209. Critique nursing research report	0.00	12.99	1.37	1.37
210. Assess compliance of licensees with terms of probation	0.00	7.79	1.37	0.69
211. Select the clinical sites for nursing courses	0.00	11.69	2.06	2.06
212. Evaluate behavioral change	40.00	72.73	11.72	11.72
213. Write nursing procedures	20.00	46.75	3.44	3.44
214. Assess learner readiness	20.00	35.06	5.51	5.51

				145 -
215. Dismiss students from nursing program	0.00	6.49	-	
216. Prepare budget of expenses for nursing research project	0.00	3.90	0.69	0.69
217. Develop an objective test question	20.00	20.78	4.13	3.44
218. Select teaching aids	40.00	41.56	7.58	6.89
219. Write a nursing service policy	0.00	24.68	3.44	3.44
220. Develop an organizational chart	0.00	35.06	3.44	3.44
221. Develop a course evaluation tool	0.00	18.18	0.69	0.69
222. Evaluate outcome objectives	20.00	32.47	2.06	1.37
223. Write a scholarly work for publication	0.00	9.09	2.06	2.06
224. Write a job description	0.00	59.74	8.27	6.89
225. Develop a data collection tool	20.00	16.88	1.37	0.69
226. Collect nursing research data	0.00	28.57	5.51	5.51

LPN Summary: Cluster 2, Level III

Job Content: Education (Philosophy, Curriculum Development, Evaluation, Coordination); Administration, Research Planning and Analysis, Clinical Planning and Management.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
227. Write a grant/contract proposal	0.00	10.39	2.06	0.69
228. Implement strategies for grievance	20.00	35.06	6.89	4.82
229. Analyze nursing research data	0.00	16.88	2.75	2.75
230. Use distraction for pain control	60.00	77.92	42.06	42.06
231. Develop a philosophy of nursing education	0.00	10.39	0.69	0.69
232. Develop bylaws for unit in nursing	0.00	14.29	0.60	0.69
233. Write a nursing job specification	0.00	28.57	0.69	0.69
234. Plan a staff development program	0.00	16.88	2.06	2.06
235. Select the method for conducting nursing research	0.00	12.99	2.75	2.06
236. Assist the client to relax systematically	60.00	66.23	35.86	35.86
237. Prepare legal agreements/contracts with community health facilities	0.00	6.49	1.37	0.69
238. Conduct an exit interview	0.00	24.68	4.82	4.13
239. Develop a nursing curriculum	0.00	7.79	2.75	0.69
240. Develop a conceptual framework	0.00	6.49	4.82	0.69
241. Develop a theory of nursing	0.00	12.99	2.75	2.06
242. Evaluate facilities, resources, and services of nursing curriculum	20.00	10.39	2.75	1.37
243. Evaluate admissions process of nursing program	0.00	10.39	2.75	1.37
244. Assess client's need for oxygen therapy	100.00	79.22	35.86	35.17

245. Develop a plan to assist client to sleep	60.00	79.22	27.58	25.51
246. Evaluate nursing program via follow-up survey of employees	0.00	12.99	2.06	1.37
247. Plan for management of sensory overload	40.00	19.48	4.13	2.75
248. Develop a plan for pain control	60.00	62.34	12.41	10.34
249. Evaluate nursing job descriptions	20.00	38.96	6.20	2.75

LPN Summary: Cluster 3

Job Content: Evaluation (Education, Service, Administration, Reporting).

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
250. Conduct peer evaluation of nursing faculty	20.00	28.57	3.44	2.75
251. Develop an evaluation model/plan for nursing program	0.00	7.79	-	-
252. Identify the learning needs of students	0.00	25.97	4.13	2.06
253. Conduct self-study of nursing program for accreditation	0.00	14.29	-	-
254. Write a nursing research report	0.00	27.27	3.44	0.69
255. Write a proposal for nursing research	0.00	11.69	4.13	0.69
256. Evaluate nursing organization/ administration	0.00	14.29	2.75	0.69
257. Evaluate nursing program via survey of graduates	0.00	12.99	4.13	1.37
258. Prepare reports for approval agencies	0.00	9.09	2.06	0.69
259. Prepare reports for governing institution	0.00	9.09	-	-
260. Plan for management of sensory deprivation	60.00	23.38	4.82	2.75
261. Evaluate nursing curriculum	20.00	18.18	3.44	1.37
262. Conduct summative program evaluation	0.00	9.09	-	-
263. Prepare site visit reports on institution or unit for accrediting/approval agency	0.00	7.79	4.82	1.37

APPENDIX I

AD Triangulation Summary

AD Nurse Educators N = 2

AD Nurses N = 80

Nurse Employers N = 145

AD Summary : Cluster 1, Level I

Job Content: Implementation of technical nursing skills dependent upon delegation from another person.

Nursing Task	Educ.	Nurses	Employer Cua.%	Employer %
264. Provide oral hygiene.	100.00	97.50	98.62	4.82
12. Measure urine sugar and acetone	100.00	100.00	98.62	6.89
13. Assess body weight	100.00	93.75	91.03	10.34
14. Use reality orientation in a one to one interaction	100.00	97.50	76.55	12.41
15. Measure urine specific gravity	100.00	76.25	88.97	24.83
16. Plan appropriate bed positioning for disabled client	100.00	97.50	77.24	26.90
17. Implement suicide precautions	100.00	92.50	61.38	37.24
18. Identify equipment needs	0.00	95.00	66.70	35.17
19. Place client in isolation	100.00	97.50	75.86	26.20
20. Transport an isolated client	50.00	90.00	82.76	22.07
21. Prepare a reality orientation class	0.00	65.00	30.34	20.00
22. Perform passive range of motion	100.00	100.00	95.86	11.72
23. Feed client via nasogastric feeding tube.	100.00	98.75	86.20	32.41
24. Position disabled client in bed	100.00	96.25	95.17	11.72
25. Prepare written minutes of meetings	0.00	95.00	91.03	11.03
26. Apply an external catheter to male client	100.00	95.00	88.27	12.41
27. Transfer disabled client from bed to chair	100.00	98.75	97.93	9.65
28. Maintain client's indwelling catheter	100.00	98.75	94.48	13.10
29. Collect urine specimen	100.00	100.00	99.31	5.51

30.	Assess intake and output	100.00	98.75	81.38	26.89
31.	Administer a cleansing enema	100.00	100.00	97.24	7.58
32.	Promote normal bladder function	100.00	100.00	82.06	27.58
33.	Measure intake and output	100.00	100.00	97.93	6.20
34.	Initiate process for placing client in isolation	100.00	96.25	65.51	38.62
35.	Lead a reality orientation class	0.00	67.50	42.75	26.20
36.	Remove a stool impaction	100.00	98.75	82.75	20.00
37.	Implement client infection precautions	100.00	93.75	70.34	35.27
38.	Prepare written communication	100.00	95.00	62.75	24.82
39.	Provide care for client with nasogastric tube	100.00	98.75	84.82	21.37
40.	Plan an individual realty orientation program	100.00	72.50	42.75	31.03
41.	Perform gastric lavage	100.00	87.50	57.24	46.89
42.	Plan transfer of client from bed to chair	100.00	97.50	91.03	17.24

AD Summary: Cluster 1, Level II

Job Content: Clinical Implementation, Planning, Assessment and Client Teaching

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
43. Insert a nasogastric tube	100.00	98.75	60.69	44.82
44. Promote normal bowel function	100.00	98.75	85.51	25.52
45. Plan a staff recognition program	0.00	65.00	43.44	28.27
46. Develop a nurse orientation program	0.00	72.50	22.06	18.62
47. Evaluate institutional policies and standards by group process	0.00	70.00	19.31	13.79
48. Plan for passive range of motion	100.00	98.75	74.48	37.24
49. Insert urinary catheter in female client	100.00	100.00	92.41	21.37
50. Assess lochia	100.00	97.50	75.17	31.04
51. Determine eligibility of domestic nurse graduate for nursing licensure	0.00	22.50	10.34	8.96
52. Establish plan of care to maintain skin integrity	100.00	97.50	69.65	40.00
53. Administer alcohol or tepid sponge bath	100.00	97.50	96.55	6.20
54. Perform cardiopulmonary resuscitation	100.00	100.00	91.03	11.03
55. Assess the client's bowel function	100.00	100.00	80.69	28.96
56. Insert urinary catheter in male client	100.00	98.75	76.55	22.06
57. Develop plan for assessment of the breasts	100.00	93.75	48.96	33.10
58. Perform physical assessment of perineum	100.00	90.00	58.62	35.86
59. Use a hypo- or hyperthermia blanket	100.00	75.00	67.58	24.13
60. Assess the breasts of a postpartum client	100.00	91.25	72.41	33.10

61.	Provide alternate methods of communication for client with verbal communication deficit	100.00	93.75	58.62	28.27
62.	Promote normal hydration	100.00	100.00	89.65	24.82
63.	Write behavioral objectives for nursing adminstration	0.00	51.25	11.72	9.65
64.	Perform a back rub	100.00	98.75	99.31	4.13
65.	Participate as a member of a committee	50.00	98.75	91.03	12.41
66.	Perform physical assessment of uterine fundus	100.00	96.25	66.20	35.86
67.	Assess suicidal behavior	100.00	86.25	48.27	34.48
68.	Develop a plan for assessing the uterine fundus	100.00	90.00	35.86	31.03
69.	Develop plan for assessing lochia	100.00	92.50	40.69	34.48
70.	Develop plan for assessing the perineum	100.00	90.00	40.69	34.48
71.	Maintain intermittent intravenous infusion of fluid/medication	100.00	98.75	64.13	59.31
72.	Assess maternal-infant attachment	100.00	93.75	53.79	33.79
73.	Change sterile dressing	100.00	100.00	94.48	17.93
74.	Implement the consultative process	0.00	77.50	31.72	23.44
75.	Write a nursing standard	0.00	68.75	19.31	15.86
76.	Prepare a nursing service budget	0.00	32.50	14.48	13.79
77.	Develop a test blueprint	100.00	16.25	14.48	8.27
78.	Develop a plan for assessing the neurological status of a client	100.00	82.50	28.27	27.58
79.	Develop a plan for nurse retention	0.00	38.75	14.48	13.10
80.	Establish committees	0.00	62.50	22.75	19.31
81.	Clean incisional button or tractional pins	50.00	80.00	82.75	29.65
82.	Teach a client how to bathe a baby	100.00	97.50	86.20	19.31
83.	Teach a client perineal self-care	100.00	97.50	88.27	22.75

84.	Implement a decision	50.00	97.50	73.79	28.96
85.	Develop a plan to teach a client how to bathe a baby	100.00	95.00	51.03	31.03
86.	Monitor a nursing budget	0.00	38.75	19.31	17.93
87.	Schedule educational activities	0.00	76.25	29.65	20.00
88.	Determine eligibility for registration as an advanced registered nurse practitioner	0.00	7.50	2.06	2.06

AD Summary: Cluster 1, Level III

Job Content: Clinical Implementation & Assessment; Educational Planning; Education Program Maintenance; Research Planning; Decision/Policy Making; Communication (group, oral, individual, written).

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
89. Start an intravenous infusion	100.00	97.50	65.51	65.51
90. Develop a plan to teach a client to perform a breast self-examination	50.00	93.75	40.00	28.27
91. Teach a client breast feeding	100.00	96.25	82.75	31.03
92. Obtain an electrocardiographic reading	100.00	65.00	68.96	35.86
93. Issue an order	0.00	92.50	70.34	39.31
94. Teach a client how to bottle feed a baby	50.00	97.50	90.34	21.37
95. Teach a client a specified procedure	100.00	100.00	86.20	35.17
96. Develop a plan to teach a client to bottle feed a baby	100.00	92.50	48.96	33.10
97. Implement a nursing referral	100.00	83.75	88.27	16.55
98. Make a decision	100.00	100.00	88.27	16.55
99. Develop a plan to teach perineal self-care	100.00	93.75	45.51	31.72
100. Teach a client how to perform breast self-examination	100.00	95.00	77.93	27.58
101. Administer total parenteral nutrition	100.00	86.25	51.72	44.82
102. Coordinate activities of others	50.00	95.00	44.82	30.34
103. Maintain continuous peripheral intravenous therapy	100.00	95.00	58.62	55.17
104. Prepare correspondence	50.00	91.25	57.93	24.13
105. Develop a philosophy of nursing service	0.00	52.50	13.10	11.72
106. Develop course content	0.00	41.25	7.58	5.52
107. Recruit students	0.00	43.75	22.06	12.41
108. Administer an intramuscular, intradermal or subcutaneous injection	100.00	100.00	96.55	15.86

109. Develop a plan to teach a client breast feeding	100.00	91.25	43.44	31.72
110. Obtain a sexual history	100.00	83.75	57.93	37.24
111. Obtain a blood pressure reading	100.00	100.00	97.93	4.82
112. Assign workload to personnel	50.00	96.25	62.06	44.82
113. Assess pulse presence, rate, volume and rythm	100.00	97.50	77.50	26.89
114. Assess neurological status of client	100.00	97.50	53.79	36.55
115. Initiate client neurological checks	100.00	95.00	53.79	34.48
116. Develop professional, organizational policy/goal	0.00	61.25	15.17	13.10
117. Perform physical assessment of the breasts	100.00	95.00	63.44	30.34
118. Select applicants for admission into a nursing program	100.00	21.25	6.89	4.82
119. Identify outcome characteristics of the graduate of a nursing program	0.00	18.75	4.13	2.06
120. Act as a change agent	0.00	23.75	36.55	13.79
121. Determine eligibility of graduates of foreign nursing schools for state board test pool examination/endorsement licensure.	0.00	7.50	3.44	3.44
122. Make recommendations for nursing faculty salary/promotion/tenure	0.00	41.25	5.51	4.13
123. Write a reference	0.00	86.25	51.03	31.72
124. Write the delimitations for nursing research	0.00	11.25	4.82	3.44
125. Initiate under water seal chest drainage	50.00	70.00	38.62	35.17
126. Assess heart sounds	100.00	81.25	46.89	39.31
127. Determine quota of nursing program admissions	100.00	8.75	2.06	2.06
128. Determine eligibility of domestic nurse graduate for nursing licensure by endorsement	0.00	8.75	5.51	4.82

129. Schedule activities, meetings, workshops, conferences	0.00	61.25	30.34	20.00
130. Assess the need for a course	0.00	56.25	19.31	14.48
131. Auscultate lung sounds	100.00	88.75	53.10	33.10
132. Assess client cardiopulmonary status via a swan ganz reading	50.00	38.75	32.41	29.65
133. Use cutaneous stimulation for pain control	0.00	42.50	44.82	30.34
134. Develop an essay test question	0.00	51.25	17.24	11.72
135. Develop a plan of care for a client with a Blakemore tube	100.00	37.50	28.96	25.52
136. Assess peripheral circulation	100.00	97.50	55.86	34.48
137. Write a purpose statement for nursing research	0.00	17.50	6.20	6.20
138. Assist a client to select a contraceptive method	100.00	88.75	49.65	31.03
139. Determine eligibility for nursing licensure of applicants with criminal conviction records	0.00	6.25	5.56	3.44
140. Obtain consent to implement data collection in nursing research	0.00	32.50	15.86	8.96
141. Assess rate, regularity, effort/depth of respirations	100.00	100.00	68.96	32.41
142. Teach a client about sexually transmitted diseases	100.00	92.50	60.00	32.41
143. Seek funding sources for nursing research	0.00	11.25	6.20	4.82
144. Select library holdings for unit in nursing	0.00	41.25	17.24	12.41
145. Define terms for nursing research	0.00	18.75	4.13	2.75
146. Assess emotional status of client	100.00	96.25	55.86	28.96
147. Suction the airway	100.00	97.50	86.20	26.89
148. Develop a plan for bladder retraining	100.00	88.75	55.86	38.62
149. Prepare information about nursing program for publication	0.00	26.25	10.34	6.20

150. Teach a client about contraceptive methods	100.00	88.75	64.82	38.62
151. Defibrillate a client	0.00	70.00	46.89	37.92
152. Develop strategies for conflict resolution	0.00	53.75	17.93	15.17
153. Develop a plan for change	0.00	80.00	23.44	15.86
154. Recruit faculty members'	0.00	21.25	4.82	3.44
155. Prepare collected research data for analysis	0.00	23.75	4.13	3.44

AD Summary: Cluster 1, Level IV

Job Content: Clinical Planning; Education Course Development and Maintenance; Counseling; Job Descriptions.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
156. Prepare an objective test	0.00	40.00	6.89	5.51
157. Prepare a bibliography for a specific nursing course	0.00	33.75	4.13	2.75
158. Develop a plan to promote optimal cardiac function	50.00	63.75	22.75	21.37
159. Develop faculty & administrator's job descriptions	0.00	17.50	2.75	2.06
160. Assist with problem-solving during counseling	0.00	71.25	28.27	20.69
161. Develop a course proposal	0.00	18.75	5.51	4.82
162. Ventilate a client with a mechanical ventilator	0.00	67.50	53.10	42.06
163. Select an appropriate teaching strategy	0.00	53.75	8.96	5.51
164. Develop a plan for bowel retraining	100.00	91.25	47.58	33.79

AD Summary: Cluster 2, Level I

Job Content: Professional Development Planning and Implementation; Clinical Planning, Implementation and Assessment; Human Rights Protection; Research Planning; Administratiion Planning

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
165. Conduct a conference	0.00	65.00	39.31	28.96
166. Develop a grading scale for courses in nursing	0.00	12.50	2.75	2.06
167. Write the limitations of nursing research	0.00	7.50	4.13	0.69
168. Plan a conference	0.00	7.50	4.13	0.69
169. Ventilate a client with a hand ventilator	100.00	87.50	64.13	33.10
170. State nursing research problem	0.00	16.25	6.89	3.44
171. Schedule disciplinary hearings before the nursing regulatory board	0.00	3.75	8.96	6.89
172. Conduct professional development programs	0.00	23.75	7.58	7.58
173. Develop process and procedure for human rights protection	0.00	15.00	11.72	9.65
174. Act as a client advocate	100.00	57.50	53.10	17.93
175. Develop a plan to insure adequate ventilation	100.00	80.00	37.93	30.34

AD Summary: Cluster 2, Level II

Job Content: Professional Regulation; Clinical Assessment Maintenance, Crisis Management; Education Planning and Evaluation; Administration Assessment Organization, and Maintenance; Research Planning, Implementation and Dissemination.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
176. Employ nurse staff	0.00	51.25	24.82	22.75
177. Prepare report on complaints about registered nurses and licensed practical nurses	0.00	52.50	20.69	16.55
178. Assess the need for suctioning the airway	100.00	95.00	73.79	31.72
179. Write nursing research questions and/or hypotheses	0.00	16.25	3.44	2.06
180. Prevent injury during a grand mal seizure	100.00	98.75	94.48	11.03
181. Select a data collection tool	50.00	47.50	17.93	11.72
182. Disseminate the nurs[illegible] research report	0.00	12.50	8.27	4.82
183. Select standards for a[illegible]ieving outcome objectives	50.00	43.75	13.10	11.72
184. Develop a staffing pattern	0.00	55.00	27.58	23.44
185. Write behavioral objectives for nursing course	0.00	25.00	5.51	2.75
186. Write the assumptions for the nursing research	0.00	11.25	3.44	0.69
187 Write behavioral objectives for a learner to achieve specific outcomes	50.00	40.00	11.03	6.89
188. Delegate tasks	50.00	96.25	68.96	38.62
189. Evaluate student progress through nursing program	0.00	36.25	11.03	8.27
190. Develop admission criteria for nursing program	0.00	12.50	2.06	0.69

191. Select population for nursing research	0.00	16.25	2.75	2.06
192. Select audio-visual materials	0.00	72.50	37.93	26.89
193. Establish quality assurance program	0.00	23.75	21.37	20.69
194. Select student clinical learning experiences	0.00	51.25	8.96	7.58
195. Assist client to cope with anxiety	100.00	95.00	67.58	30.34
196. Prepare budget for nursing education unit	0.00	18.75	9.65	8.27
197. Provide individual psychotherapy	0.00	37.50	13.79	11.03
198. Interpret statistical nursing research data	0.00	20.00	4.13	2.06
199. Conduct a literature review	0.00	17.50	18.62	11.03
200. Meet requirements of regulating body	0.00	65.00	44.13	13.10
201. Develop a course outline	0.00	43.75	9.65	7.58
202. Provide family psychotherapy	0.00	25.00	11.72	9.65
203. Investigate complaints related to professional nursing practice	0.00	36.25	11.72	8.96
204. Validate data collection tool	50.00	26.25	4.82	2.75
205. Perform crisis intervention	100.00	73.75	37.93	26.20
206. Recommend candidate for faculty appointment	0.00	26.25	4.82	2.75
207. Conduct a performance appraisal	0.00	61.25	30.34	23.44
208. Povide group psychotherapy	0.00	21.25	11 03	9.65
209. Critique nursing research report	0.00	20.00	2.75	1.37
210. Assess compliance of licensees with terms of probation	0.00	7.50	5.51	4.13
211. Select the clinical sites for nursing courses	0.00	20.00	4.82	2.75
212. Evaluate behavioral change	50.00	88.75	35.17	23.44
213. Write nursing procedures	0.00	78.75	30.34	26.89

214. Assess learner readiness	50.00	65.00	21.37	15.86
215. Dismiss students from nursing program	0.00	12.50	1.37	0.69
216. Prepare budget of expenses for nursing research project	0.00	6.25	2.75	2.06
217. Develop an objective test question	0.00	38.75	11.03	6.89
218. Select teaching aids	0.00	70.00	24.13	16.55
219. Write a nursing service policy	0.00	50.00	22.75	19.31
220. Develop an organizational chart	0.00	48.75	21.37	17.93
221. Develop a course evaluation tool	0.00	32.50	6.89	6.20
222. Evaluate outcome objectives	50.00	56.25	10.34	8.27
223. Write a scholarly work for publication	0.00	22.50	11.03	8.96
224. Write a job description	0.00	73.75	31.72	23.44
225. Develop a data collection tool	0.00	23.75	10.34	8.96
226. Collect nursing research data	0.00	40.00	16.55	11.03

AD Summary: Cluster 2, Level III

Job Content: Education (Philosophy, Curriculum Development, Evaluation, Coordination); Administration, Research Planning and Analysis, Clinical Planning and Management.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
227. Write a grant/contract proposal	0.00	10.00	6.89	4.82
228. Implement strategies for grievance	0.00	55.00	24.82	17.93
229. Analyze nursing research data	0.00	27.50	5.51	2.75
230. Use distraction for pain control	50.00	93.75	65.51	23.44
231. Develop a philosophy of nursing education	0.00	16.25	4.13	3.44
232. Develop bylaws for unit in nursing	0.00	30.00	11.72	11.03
233. Write a nursing job specification	0.00	51.25	17.93	17.24
234. Plan a staff development program	0.00	45.00	13.10	11.03
235. Select the method for conducting nursing research	0.00	15.00	3.44	0.69
236. Assist the client to relax systematically	100.00	91.25	65.51	29.65
237. Prepare legal agreements/contracts with community health facilities	0.00	12.50	4.82	3.44
238. Conduct an exit interview	0.00	52.50	29.65	24.82
239. Develop a nursing curriculum	0.00	18.75	-	-
240. Develop a conceptual framework	0.00	22.50	6.89	2.06
241. Develop a theory of nursing	0.00	27.50	6.20	3.44
242. Evaluate facilities, resources, and services of nursing curriculum	0.00	20.00	4.82	2.06
243. Evaluate admissions process of nursing program	0.00	18.75	4.13	1.37
244. Assess client's need for oxygen therapy	100.00	100.00	70.34	34.48

245. Develop a plan to assist client to sleep	100.00	93.75	68.27	40.69
246. Evaluate nursing program via follow-up survey of employees	0.00	30.00	8.27	6.20
247. Plan for management of sensory overload	50.00	48.75	22.75	18.62
248. Develop a plan for pain control	100.00	86.25	41.37	28.96
249. Evaluate nursing job descriptions	0.00	71.25	23.44	17.24

AD Summary: Cluster 3

Job Content: Evaluation (Education, Service, Administration, Reporting).

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
250. Conduct peer evaluation of nursing faculty	0.00	48.75	11.03	7.58
251. Develop an evaluation model/plan for nursing program	0.00	12.50	2.75	1.37
252. Identify the learning needs of students	0.00	53.75	8.27	4.13
253. Conduct self-study of nursing program for accreditation	0.00	12.50	-	-
254. Write a nursing research report	0.00	37.50	6.20	2.75
255. Write a proposal for nursing research	0.00	13.75	7.58	3.44
256. Evaluate nursing organization /administration	0.00	28.75	9.65	6.89
257. Evaluate nursing program via survey of graduates	0.00	23.75	4.82	0.69
258. Prepare reports for approval agencies	0.00	15.00	8.27	6.20
259. Prepare reports for governing institution	0.00	15.00	9.65	8.27
260. Plan for management of sensory deprivation	50.00	53.75	25.51	20.69
261. Evaluate nursing curriculum	50.00	28.75	4.82	1.37
262. Conduct summative program evaluation	0.00	16.25	4.82	1.37
263. Prepare site visit reports on institution or unit for accrediting/approval agency	0.00	18.75	7.58	2.75

APPENDIX J

D Triangulation Summary

D Nurse Educators N = 3

D Nurses N = 88

Nurse Employers N = 145

D Summary: Cluster 1, Level I

Job Content: Implementation of technical nursing skills dependent upon delegation from another person.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
264. Provide oral hygiene.	100.00	96.59	100.00	1.37
12. Measure urine sugar and acetone	100.00	98.86	99.31	0.69
13. Assess body weight	100.00	98.86	97.24	6.20
14. Use reality orientation in a one to one interaction	100.00	95.45	84.13	7.58
15. Measure urine specific gravity	100.00	68.18	94.48	5.51
16. Plan appropriate bed positioning for disabled client	100.00	93.18	93.10	15.86
17. Implement suicide precautions	100.00	89.77	84.82	23.44
18. Identify equipment needs	100.00	96.59	91.72	25.51
19. Place client in isolation	100.00	97.50	92.41	16.55
20. Transport an isolated client	100.00	88.64	95.17	12.41
21. Prepare a reality orientation class	33.00	67.05	51.72	21.38
22. Perform passive range of motion	100.00	95.45	99.31	3.44
23. Feed client via nasogastric feeding tube.	100.00	97.73	98.62	12.41
24. Position disabled client in bed	100.00	98.86	98.62	3.44
25. Prepare written minutes of meetings	66.67	94.32	91.03	11.03
26. Apply an external catheter to male client	100.00	88.64	97.24	8.96
27. Transfer disabled client from bed to chair	100.00	95.45	99.30	1.37
28. Maintain client's indwelling catheter	100.00	93.18	98.62	4.13
29. Collect urine specimen	100.00	100.00	-	-

30.	Assess intake and output	100.00	100.00	94.48	13.10
31.	Administer a cleansing enema	100.00	98.86	99.31	2.06
32.	Promote normal bladder function	100.00	97.73	95.17	13.10
33.	Measure intake and output	100.00	97.73	98.62	0.69
34.	Initiate process for placing client in isolation	100.00	95.45	86.89	21.37
35.	Lead a reality orientation class	33.33	61.36	66.20	23.44
36.	Remove a stool impaction	100.00	97.73	96.55	13.79
37.	Implement client infection precautions	100.00	96.59	90.34	20.00
38.	Prepare written communication	100.00	96.59	79.31	16.55
39.	Provide care for client with nasogastric tube	100.00	96.59	95.17	10.34
40.	Plan an individual realty orientation program	100.00	71.59	62.75	20.00
41.	Perform gastric lavage	100.00	88.64	88.96	31.72
42.	Plan transfer of client from bed to chair	100.00	96.59	96.55	5.51

D Summary: Cluster 1, Level II

Job Content: Clinical Implementation, Planning, Assessment and Client Teaching

Nursing Task		Educ.	Nurses	Employer Cum.%	Employer %
43.	Insert a nasogastric tube	100.00	95.45	92.41	31.72
44.	Promote normal bowel function	100.00	97.73	96.55	11.03
45.	Plan a staff recognition program	0.00	69.32	66.20	22.75
46.	Develop a nurse orientation program	0.00	77.27	53.79	31.72
47.	Evaluate institutional policies and standards by group process	0.00	69.32	42.75	23.44
48.	Plan for passive range of motion	100.00	95.45	92.41	17.93
49.	Insert urinary catheter in female client	100.00	98.86	97.24	4.82
50.	Assess lochia	100.00	88.64	93.10	17.93
51.	Determine eligibility of domestic nurse graduate for nursing licensure	0.00	10.23	24.13	13.79
52.	Establish plan of care to maintain skin integrity	100.00	97.73	88.27	18.62
53.	Administer alcohol or tepid sponge bath	100.00	95.45	98.62	2.06
54.	Perform cardiopulmonary resuscitation	100.00	92.05	95.86	4.82
55.	Assess the client's bowel function	100.00	97.73	93.79	13.10
56.	Insert urinary catheter in male client	100.00	89.77	94.48	17.93
57.	Develop plan for assessment of the breasts	66.67	86.36	75.86	26.89
58.	Perform physical assessment of perineum	100.00	82.95	82.75	24.13
59.	Use a hypo- or hyperthermia blanket	33.33	72.73	92.41	24.82
60.	Assess the breasts of a postpartum client	100.00	88.64	93.79	21.37

61.	Provide alternate methods of communication for client with verbal communication deficit	100.00	89.77	75.86	17.24
62.	Promote normal hydration	100.00	96.59	98.62	8.96
63.	Write behavioral objectives for nursing adminstration	0.00	97.33	86.89	15.17
64.	Perform a back rub	100.00	96.59	-	-
65.	Participate as a member of a committee	100.00	97.73	97.24	6.20
66.	Perform physical assessment of uterine fundus	100.00	90.91	88.27	22.06
67.	Assess suicidal behavior	66.67	80.00	73.10	24.82
68.	Develop a plan for assessing the uterine fundus	100.00	81.82	68.27	32.41
69.	Develop plan for assessing lochia	100.00	75.00	71.03	30.34
70.	Develop plan for assessing the perineum	100.00	79.55	68.96	28.27
71.	Maintain intermittent intravenous infusion of fluid/medication	100.00	94.32	92.41	28.27
72.	Assess maternal-infant attachment	100.00	78.41	73.79	20.00
73.	Change sterile dressing	100.00	97.73	98.62	4.13
74.	Implement the consultative process	0.00	79.55	24.13	55.86
75.	Write a nursing standard	0.00	59.09	41.37	22.06
76.	Prepare a nursing service budget	0.00	35.23	44.82	30.34
77.	Develop a test blueprint	0.00	15.91	23.44	8.96
78.	Develop a plan for assessing the neurological status of a client	100.00	68.18	47.58	19.31
79.	Develop a plan for nurse retention	0.00	44.32	37.24	22.75
80.	Establish committees	0.00	76.14	55.17	32.41
81.	Clean incisional button or tractional pins	66.67	80.68	97.93	15.17
82.	Teach a client how to bathe a baby	100.00	96.59	94.48	8.27
83.	Teach a client perineal self-care	100.00	97.73	95.86	7.58

84.	Implement a decision	100.00	95.45	90.34	16.55
85.	Develop a plan to teach a client how to bathe a baby	100.00	96.59	76.55	25.51
86.	Monitor a nursing budget	0.00	42.05	45.96	29.65
87.	Schedule educational activities	33.33	69.32	60.00	30.34
88.	Determine eligibility for registration as an advanced registered nurse practitioner	0.00	9.09	6.20	4.13

D Summary: Cluster 1, Level III

Job Content: Clinical Implementation & Assessment; Educational Planning; Education Program Maintenance; Research Planning; Decision/Policy Making; Communication (group, oral, individual, written).

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
89. Start an intravenous infusion	66.67	89.77	91.72	26.20
90. Develop a plan to teach a client to perform a breast self-examination	100.00	85.23	91.72	31.72
91. Teach a client breast feeding	100.00	89.77	93.10	10.34
92. Obtain an electrocardiographic reading	0.00	63.64	86.20	17.24
93. Issue an order	33.33	89.77	88.27	17.93
94. Teach a client how to bottle feed a baby	100.00	96.59	96.55	6.20
95. Teach a client a specified procedure	100.00	95.45	95.17	8.96
96. Develop a plan to teach a client to bottle feed a baby	100.00	92.05	98.62	22.75
97. Implement a nursing referral	100.00	75.00	86.89	32.41
98. Make a decision	100.00	95.45	96.55	8.27
99. Develop a plan to teach perineal self-care	100.00	82.95	75.17	29.65
100. Teach a client how to perform breast self-examination	100.00	92.05	92.41	14.38
101. Administer total parenteral nutrition	100.00	77.27	84.82	33.10
102. Coordinate activities of others	33.33	94.32	74.48	29.65
103. Maintain continuous peripheral intravenous therapy	100.00	84.09	86.89	28.27
104. Prepare correspondence	66.67	90.91	77.24	19.31
105. Develop a philosophy of nursing service	0.00	48.86	32.41	19.31
106. Develop course content	100.00	38.64	16.55	8.96
107. Recruit students	33.33	43.18	38.62	16.55
108. Administer an intramuscular, intradermal or subcutaneous injection	100.00	97.73	98.62	2.06

109. Develop a plan to teach a client breast feeding	100.00	86.36	69.65	26.20
110. Obtain a sexual history	100.00	77.27	78.62	20.69
111. Obtain a blood pressure reading	100.00	100.00	99.31	1.37
112. Assign workload to personnel	66.67	95.45	84.13	22.06
113. Assess pulse presence, rate, volume and rythm	100.00	98.86	93.79	16.55
114. Assess neurological status of client	100.00	89.77	80.00	26.20
115. Initiate client neurological checks	100.00	87.50	84.13	30.34
116. Develop professional, organizational policy/goal	0.00	68.18	35.17	20.00
117. Perform physical assessment of the breasts	100.00	89.77	85.51	22.06
118. Select applicants for admission into a nursing program	100.00	19.32	15.86	8.96
119. Identify outcome characteristics of the graduate of a nursing program	33.33	20.45	11.72	7.58
120. Act as a change agent	66.67	32.95	54.48	17.93
121. Determine eligibility of graduates of foreign nursing schools for state board test pool examination/endorsement licensure.	0.00	4.55	6.89	3.44
122. Make recommendations for nursing faculty salary/promotion/tenure	0.00	28.41	11.03	5.51
123. Write a reference	33.33	84.09	75.86	24.82
124. Write the delimitations for nursing research	0.00	12.50	6.89	2.06
125. Initiate under water seal chest drainage	66.67	60.23	70.34	31.72
126. Assess heart sounds	100.00	72.73	79.31	32.41
127. Determine quota of nursing program admissions	100.00	10.23	8.27	6.20
128. Determine eligibility of domestic nurse graduate for nursing licensure by endorsement	0.00	4.55	10.34	4.82

129. Schedule activities, meetings, workshops, conferences	0.00	75.00	60.69	30.34
130. Assess the need for a course	0.00	61.36	42.75	23.44
131. Auscultate lung sounds	100.00	77.27	83.44	30.34
132. Assess client cardiopulmonary status via a swan ganz reading	66.67	32.95	62.75	30.34
133. Use cutaneous stimulation for pain control	33.33	44.32	71.03	26.20
134. Develop an essay test question	33.33	56.82	28.27	11.03
135. Develop a plan of care for a client with a Blakemore tube	66.67	39.77	58.62	29.65
136. Assess peripheral circulation	100.00	87.50	86.89	31.03
137. Write a purpose statement for nursing research	0.00	22.73	8.96	2.75
138. Assist a client to select a contraceptive method	100.00	82.95	76.55	26.89
139. Determine eligibility for nursing licensure of applicants with criminal conviction records	0.00	5.68	11.03	5.51
140. Obtain consent to implement data collection in nursing research	33.33	25.00	24.13	8.27
141. Assess rate, regularity, effort/depth of respirations	100.00	97.73	89.65	20.69
142. Teach a client about sexually transmitted diseases	100.00	86.36	85.51	5.51
143. Seek funding sources for nursing research	0.00	5.68	10.34	4.13
144. Select library holdings for unit in nursing	33.33	29.55	27.58	10.34
145. Define terms for nursing research	0.00	21.59	8.27	4.13
146. Assess emotional status of client	100.00	96.59	84.13	28.27
147. Suction the airway	100.00	97.73	98.62	12.41
148. Develop a plan for bladder retraining	100.00	82.95	82.06	26.20
149. Prepare information about nursing program for publication	0.00	32.95	18.62	8.27

150. Teach a client about contraceptive methods	100.00	88.64	86.20	21.37
151. Defibrillate a client	0.00	61.36	80.69	33.79
152. Develop strategies for conflict resolution	0.00	60.63	40.00	22.06
153. Develop a plan for change	33.33	78.41	51.03	27.58
154. Recruit faculty members	0.00	19.32	7.58	2.75
155. Prepare collected research data for analysis	0.00	19.32	5.51	1.37

D Summary: Cluster 1, Level IV

Job Content: Clinical Planning; Education Course Development and Maintenance; Counseling; Job Descriptions.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
156. Prepare an objective test	0.00	40.91	20.69	13.79
157. Prepare a bibliography for a specific nursing course	0.00	34.09	8.27	4.13
158. Develop a plan to promote optimal cardiac function	66.67	47.73	45.51	22.75
159. Develop faculty & administrator's job descriptions	0.00	19.32	4.82	2.06
160. Assist with problem-solving during counseling	33.33	71.59	52.41	24.13
161. Develop a course proposal	0.00	26.14	10.34	4.82
162. Ventilate a client with a mechanical ventilator	66.67	60.23	84.13	31.03
163. Select an appropriate teaching strategy	100.00	60.23	20.00	11.03
164. Develop a plan for bowel retraining	100.00	81.82	79.31	31.72

D Summary: Cluster 2, Level I

Job Content: Professional Development Planning and Implementation; Clinical Planning, Implementation and Assessment; Human Rights Protection; Research Planning; Administratiion Planning

Nursing Task	Educ.	Nurses	Cum.%	Employer %
165. Conduct a conference	100.00	63.64	64.13	24.82
166. Develop a grading scale for courses in nursing	0.00	17.05	6.89	4.13
167. Write the limitations of nursing research	0.00	6.82	5.51	1.37
168. Plan a conference	66.67	69.32	54.48	21.37
169. Ventilate a client with a hand ventilator	66.67	79.55	90.34	26.20
170. State nursing research problem	0.00	19.32	11.03	4.13
171. Schedule disciplinary hearings before the nursing regulatory board	0.00	10.23	16.55	7.58
172. Conduct professional development programs	33.33	27.27	16.55	8.96
173. Develop process and procedure for human rights protection	0.00	20.45	26.89	15.17
174. Act as a client advocate	66.67	63.64	71.72	18.62
175. Develop a plan to insure adequate ventilation	100.00	80.68	69.65	31.72

D Summary: Cluster 2, Level II

Job Content: Professional Regulation; Clinical Assessment Maintenance, Crisis Management; Education Planning and Evaluation; Administration Assessment Organization, and Maintenance; Research Planning, Implementation and Dissemination.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
176. Employ nurse staff	0.00	55.68	59.31	34.48
177. Prepare report on complaints about registered nurses and licensed practical nurses	33.33	56.82	35.86	15.17
178. Assess the need for suctioning the airway	100.00	97.73	91.72	17.93
179. Write nursing research questions and/or hypotheses	0.00	23.86	5.51	2.06
180. Prevent injury during a grand mal seizure	100.00	97.73	99.31	4.82
181. Select a data collection tool	0.00	45.45	33.10	15.17
182. Disseminate the nursing research report	0.00	13.64	16.55	8.27
183. Select standards for achieving outcome objectives	0.00	45.45	28.27	15.17
184. Develop a staffing pattern	0.00	56.82	57.24	29.65
185. Write behavioral objectives for nursing course	0.00	30.68	10.34	4.82
186. Write the assumptions for the nursing research	0.00	7.95	4.13	0.69
187. Write behavioral objectives for a learner to achieve specific outcomes	0.00	42.05	23.44	12.41
188. Delegate tasks	66.67	94.32	86.89	17.93
189. Evaluate student progress through nursing program	0.00	54.55	24.13	13.10
190. Develop admission criteria for nursing program	0.00	15.91	6.20	4.13

191. Select population for nursing research	0.00	19.32	6.89	4.13
192. Sslect audio-visual materials	100.00	73.86	64.13	26.20
193. Establish quality assurance program	0.00	52.27	48.96	27.58
194. Select student clinical learning experiences	33.33	57.95	25.51	16.55
195. Assist client to cope with anxiety	100.00	92.05	89.65	22.06
196. Prepare budget for nursing education unit	0.00	17.05	20.00	10.34
197. Provide individual psychotherapy	66.67	35.23	22.06	8.27
198. Interpret statistical nursing research data	0.00	27.27	10.34	6.20
199. Conduct a literature review	66.67	44.32	29.65	11.03
200. Meet requirements of regulating body	100.00	68.18	64.82	20.69
201. Develop a course outline	0.00	54.55	19.31	9.65
202. Provide family psychotherapy	0.00	36.36	19.31	7.58
203. Investigate complaints related to professional nursing practice	0.00	54.55	28.27	16.55
204. Validate data collection tool	0.00	35.23	19.31	14.48
205. Perform crisis intervention	66.67	71.59	64.82	26.89
206. Recommend candidate for faculty appointment	0.00	42.05	12.41	7.58
207. Conduct a performance appraisal	33.33	77.27	64.82	34.48
208. Povide group psychotherapy	0.00	23.86	20.69	9.65
209. Critique nursing research report	0.00	29.55	4.82	2.06
210. Assess compliance of licensees with terms of probation	0.00	20.45	15.86	10.34
211. Select the clinical sites for nursing courses	0.00	31.82	12.41	7.58
212. Evaluate behavioral change	66.67	85.23	65.51	30.34
213. Write nursing procedures	33.33	76.14	62.06	31.72
214. Assess learner readiness	66.67	61.36	39.31	17.93

215. Dismiss students from nursing program	100.00	21.59	8.27	6.89
216. Prepare budget of expenses for nursing research project	0.00	9.09	4.82	2.06
217. Develop an objective test question	0.00	53.41	26.89	15.86
218. Select teaching aids	100.00	72.73	51.03	26.89
219. Write a nursing service policy	0.00	63.64	52.41	29.65
220. Develop an organizational chart	0.00	59.09	51.72	30.34
221. Develop a course evaluation tool	0.00	48.86	17.93	11.03
222. Evaluate outcome objectives	33.33	52.27	30.34	20.00
223. Write a scholarly work for publication	0.00	22.73	19.31	8.27
224. Write a job description	0.00	79.55	61.37	29.65
225. Develop a data collection tool	0.00	39.77	24.82	14.48
226. Collect nursing research data	0.00	42.05	26.89	10.34

D Summary: Cluster 2, Level III

Job Content: Education (Philosophy, Curriculum Development, Evaluation, Coordination); Administration, Research Planning and Analysis, Clinical Planning and Management.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
227. Write a grant/contract proposal	0.00	7.95	12.41	5.51
228. Implement strategies for grievance	33.33	56.82	49.65	24.82
229. Analyze nursing research data	0.00	32.95	8.27	2.75
230. Use distraction for pain control	66.67	79.55	84.82	19.31
231. Develop a philosophy of nursing education	0.00	26.14	11.03	6.89
232. Develop bylaws for unit in nursing	0.00	30.68	28.96	17.24
233. Write a nursing job specification	0.00	60.23	43.44	25.51
234. Plan a staff development program	33.33	55.68	40.00	26.89
235. Select the method for conducting nursing research	0.00	21.59	6.89	3.44
236. Assist the client to relax systematically	100.00	82.95	82.06	16.55
237. Prepare legal agreements/contracts with community health facilities	0.00	12.50	14.48	9.65
238. Conduct an exit interview	0.00	53.41	64.13	34.48
239. Develop a nursing curriculum	0.00	20.45	7.58	4.82
240. Develop a conceptual framework	0.00	25.00	11.72	4.82
241. Develop a theory of nursing	0.00	35.23	13.10	6.89
242. Evaluate facilities, resources, and services of nursing curriculum	33.33	31.82	11.03	6.20
243. Evaluate admissions process of nursing program	0.00	26.14	12.41	8.27
244. Assess client's need for oxygen therapy	100.00	95.45	90.34	20.00

245. Develop a plan to assist client to sleep	100.00	95.45	86.89	18.62
246. Evaluate nursing program via follow-up survey of employees	0.00	44.32	27.58	19.31
247. Plan for management of sensory overload	33.33	52.27	45.51	22.75
248. Develop a plan for pain control	33.33	81.82	77.24	35.86
249. Evaluate nursing job descriptions	0.00	72.73	51.03	27.58

D Summary: Cluster 3

Job Content: Evaluation (Education, Service, Administration, Reporting).

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
250. Conduct peer evaluation of nursing faculty	0.00	55.68	22.06	11.03
251. Develop an evaluation model/plan for nursing program	0.00	26.14	6.20	3.44
252. Identify the learning needs of students	0.00	54.55	15.17	6.89
253. Conduct self-study of nursing program for accreditation	0.00	17.05	4.82	2.75
254. Write a nursing research report	0.00	29.55	11.03	4.82
255. Write a proposal for nursing research	0.00	20.45	12.41	4.82
256. Evaluate nursing organization /administration	0.00	44.32	19.31	9.65
257. Evaluate nursing program via survey of graduates	0.00	40.91	12.41	7.58
258. Prepare reports for approval agencies	0.00	35.23	26.20	17.93
259. Prepare reports for governing institution	0.00	35.23	27.58	17.93
260. Plan for management of sensory deprivation	33.33	47.73	49.65	24.13
261. Evaluate nursing curriculum	0.00	40.91	14.48	9.65
262. Conduct summative program evaluation	0.00	30.68	11.03	6.20
263. Prepare site visit reports on institution or unit for accrediting/approval agency	0.00	22.73	24.82	17.24

APPENDIX K

BS Triangulation Summary

BS Educators N = 2

BS Nurses N = 102

Nurse Employers N = 145

BS Summary: Cluster 1, Level I

Job Content: Implementation of technical nursing skills dependent upon delegation from another person.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
264. Provide oral hygiene.	100.00	95.10	-	-
12. Measure urine sugar and acetone	100.00	100.00	99.31	0.69
13. Assess body weight	100.00	98.86	100.00	2.75
14. Use reality orientation in a one to one interaction	100.00	95.10	100.00	15.86
15. Measure urine specific gravity	50.00	78.43	100.00	5.51
16. Plan appropriate bed positioning for disabled client	100.00	98.04	100.00	6.89
17. Implement suicide precautions	100.00	88.24	95.86	11.03
18. Identify equipment needs	100.00	97.06	100.00	8.27
19. Place client in isolation	100.00	97.06	100.00	7.58
20. Transport an isolated client	100.00	92.16	100.00	4.82
21. Prepare a reality orientation class	100.00	66.67	96.55	44.82
22. Perform passive range of motion	100.00	100.00	100.00	0.69
23. Feed client via nasogastric feeding tube.	100.00	100.00	100.00	1.37
24. Position disabled client in bed	100.00	100.00	100.00	1.37
25. Prepare written minutes of meetings	50.00	97.06	99.31	8.27
26. Apply an external catheter to male client	100.00	95.10	100.00	2.75
27. Transfer disabled client from bed to chair	100.00	100.00	100.00	0.69
28. Maintain client's indwelling catheter	100.00	100.00	100.00	1.37
29. Collect urine specimen	100.00	100.00	100.00	0.69

30.	Assess intake and output	100.00	99.02	100.00	5.51
31.	Administer a cleansing enema	100.00	100.00	100.00	0.69
32.	Promote normal bladder function	100.00	98.04	99.31	4.13
33.	Measure intake and output	100.00	97.73	100.00	1.37
34.	Initiate process for placing client in isolation	100.00	95.45	100.00	13.10
35.	Lead a reality orientation class	100.00	61.36	95.86	29.65
36.	Remove a stool impaction	50.00	97.73	100.00	3.44
37.	Implement client infection precautions	100.00	98.04	100.00	9.65
38.	Prepare written communication	100.00	96.08	99.31	20.00
39.	Provide care for client with nasogastric tube	100.00	99.02	100.00	4.82
40.	Plan an individual realty orientation program	100.00	72.55	95.86	33.10
41.	Perform gastric lavage	100.00	91.18	100.00	11.03
42.	Plan transfer of client from bed to chair	100.00	99.02	100.00	3.44

BS Summary: Cluster 1, Level II

Job Content: Clinical Implementation, Planning, Assessment and Client Teaching

Nursing Task		Educ.	Nurses	Employer Cum.%	Employer %
43.	Insert a nasogastric tube	100.00	98.04	100.00	7.58
44.	Promote normal bowel function	100.00	100.00	100.00	3.44
45.	Plan a staff recognition program	50.00	76.47	98.62	32.41
46.	Develop a nurse orientation program	50.00	85.29	95.17	41.37
47.	Evaluate institutional policies and standards by group process	100.00	87.25	84.82	42.06
48.	Plan for passive range of motion	100.00	98.04	100.00	7.58
49.	Insert urinary catheter in female client	100.00	100.00	100.00	2.75
50.	Assess lochia	100.00	96.08	99.31	6.20
51.	Determine eligibility of domestic nurse graduate for nursing licensure	0.00	19.61	56.55	32.41
52.	Establish plan of care to maintain skin integrity	100.00	99.02	99.31	11.03
53.	Administer alcohol or tepid sponge bath	100.00	100.00	100.00	1.37
54.	Perform cardiopulmonary resuscitation	100.00	98.04	100.00	4.13
55.	Assess the client's bowel function	100.00	98.04	100.00	6.20
56.	Insert urinary catheter in male client	100.00	92.16	100.00	5.51
57.	Develop plan for assessment of the breasts	100.00	94.12	97.93	22.06
58.	Perform physical assessment of perineum	100.00	90.20	98.62	15.86
59.	Use a hypo- or hyperthermia blanket	100.00	79.41	98.62	6.20
60.	Assess the breasts of a postpartum client	100.00	92.16	100.00	6.20

61.	Provide alternate methods of communication for client with verbal communication deficit	100.00	89.77	94.48	18.62
62.	Promote normal hydration	100.00	24.17	100.00	1.37
63.	Write behavioral objectives for nursing adminstration	50.00	67.65	78.62	51.72
64.	Perform a back rub	100.00	99.02	100.00	0.69
65.	Participate as a member of a committee	50.00	100.00	100.00	2.75
66.	Perform physical assessment of uterine fundus	100.00	95.10	99.31	11.03
67.	Assess suicidal behavior	100.00	80.39	93.79	20.69
68.	Develop a plan for assessing the uterine fundus	100.00	94.12	96.55	28.27
69.	Develop plan for assessing lochia	100.00	93.14	95.86	24.82
70.	Develop plan for assessing the perineum	100.00	93.14	95.86	26.89
71.	Maintain intermittent intravenous infusion of fluid/medication	100.00	97.06	100.00	7.58
72.	Assess maternal-infant attachment	100.00	92.16	96.55	22.75
73.	Change sterile dressing	100.00	99.02	100.00	1.37
74.	Implement the consultative process	50.00	86.27	86.89	31.03
75.	Write a nursing standard	50.00	66.67	77.93	36.55
76.	Prepare a nursing service budget	50.00	38.24	88.27	43.44
77.	Develop a test blueprint	100.00	29.41	58.62	35.17
78.	Develop a plan for assessing the neurological status of a client	100.00	86.27	89.65	42.06
79.	Develop a plan for nurse retention	50.00	46.08	84.82	47.58
80.	Establish committees	50.00	73.53	94.48	39.31
81.	Clean incisional button or tractional pins	100.00	80.39	100.00	2.06
82.	Teach a client how to bathe a baby	100.00	97.06	100.00	5.51
83.	Teach a client perineal self-care	100.00	97.06	100.00	4.13
84.	Implement a decision	100.00	98.04	100.00	9.65
85.	Develop a plan to teach a client how to bathe a baby	100.00	96.08	98.62	22.06

86.	Monitor a nursing budget	50.00	45.10	48.96	29.65
87.	Schedule educational activities	100.00	77.45	60.00	30.34
88.	Determine eligibility for registration as an advanced registered nurse practitioner	0.00	13.73	28.96	22.75

BS Summary: Cluster 1, Level III

Job Content: Clinical Implementation & Assessment; Educational Planning; Education Program Maintenance; Research Planning; Decision/Policy Making; Communication (group, oral, individual, written).

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
89. Start an intravenous infusion	100.00	98.04	100.00	8.27
90. Develop a plan to teach a client to perform a breast self-examination	100.00	92.16	98.62	26.89
91. Teach a client breast feeding	100.00	95.10	100.00	6.89
92. Obtain an electrocardiographic reading	50.00	64.71	97.93	11.72
93. Issue an order	100.00	93.14	96.55	8.27
94. Teach a client how to bottle feed a baby	100.00	97.06	100.00	3.44
95. Teach a client a specified procedure	100.00	100.00	100.00	4.82
96. Develop a plan to teach a client to bottle feed a baby	100.00	98.04	98.62	22.75
97. Implement a nursing referral	100.00	94.12	99.31	12.41
98. Make a decision	100.00	98.04	100.00	3.44
99. Develop a plan to teach perineal self-care	100.00	97.06	97.93	22.75
100. Teach a client how to perform breast self-examination	100.00	97.06	100.00	7.58
101. Administer total parenteral nutrition	50.00	87.25	99.31	14.48
102. Coordinate activities of others	100.00	99.02	99.31	24.82
103. Maintain continuous peripheral intravenous therapy	100.00	97.06	98.62	11.72
104. Prepare correspondence	100.00	95.10	98.62	21.37
105. Develop a philosophy of nursing service	50.00	68.63	78.62	46.20
106. Develop course content	100.00	53.92	59.31	42.75
107. Recruit students	0.00	59.80	80.69	42.06

108. Administer an intramuscular, intradermal or subcutaneous injection	100.00	100.00	100.00	1.37
109. Develop a plan to teach a client breast feeding	100.00	97.06	96.55	26.89
110. Obtain a sexual history	100.00	90.20	97.93	19.31
111. Obtain a blood pressure reading	100.00	100.00	100.00	0.69
112. Assign workload to personnel	100.00	100.00	15.17	99.31
113. Assess pulse presence, rate, volume and rythm	100.00	99.02	100.00	6.20
114. Assess neurological status of client	100.00	96.08	97.93	17.93
115. Initiate client neurological checks	100.00	98.04	97.24	13.10
116. Develop professional, organizational policy/goal	50.00	77.45	82.06	46.89
117. Perform physical assessment of the breasts	100.00	95.10	98.62	13.10
118. Select applicants for admission into a nursing program	100.00	29.41	60.69	44.82
119. Identify outcome characteristics of the graduate of a nursing program	0.00	33.33	42.06	30.34
120. Act as a change agent	100.00	67.65	89.65	35.17
121. Determine eligibility of graduates of foreign nursing schools for state board test pool examination/endorsement licensure.	100.00	8.82	35.17	28.27
122. Make recommendations for nursing faculty salary/promotion/tenure	100.00	32.35	42.75	31.72
123. Write a reference	0.00	93.14	97.93	22.06
124. Write the delimitations for nursing research	100.00	29.41	31.03	24.13
125. Initiate under water seal chest drainage	0.00	70.59	93.79	23.44
126. Assess heart sounds	100.00	81.37	97.93	18.62
127. Determine quota of nursing program admissions	0.00	18.63	45.51	37.24
128. Determine eligibility of domestic nurse graduate for nursing licensure by endorsement	0.00	15.69	41.37	31.03

129. Schedule activities, meetings, workshops, conferences	50.00	80.39	94.48	33.79
130. Assess the need for a course	0.00	72.55	81.37	38.62
131. Auscultate lung sounds	100.00	90.20	98.62	15.17
132. Assess client cardiopulmonary status via a swan ganz reading	100.00	37.25	93.10	30.34
133. Use cutaneous stimulation for pain control	100.00	39.22	93.10	22.06
134. Develop an essay test question	0.00	61.76	78.62	50.34
135. Develop a plan of care for a client with a Blakemore tube	100.00	40.20	95.17	36.55
136. Assess peripheral circulation	100.00	97.06	100.00	13.10
137. Write a purpose statement for nursing research	50.00	46.08	48.27	39.31
138. Assist a client to select a contraceptive method	100.00	84.31	94.48	17.93
139. Determine eligibility for nursing licensure of applicants with criminal conviction records	0.00	9.80	39.31	28.27
140. Obtain consent to implement data collection in nursing research	100.00	46.08	66.20	42.06
141. Assess rate, regularity, effort/depth of respirations	100.00	98.04	99.31	9.65
142. Teach a client about sexually transmitted diseases	100.00	88.24	100.00	14.48
143. Seek funding sources for nursing research	0.00	24.51	43.44	33.10
144. Select library holdings for unit in nursing	0.00	53.92	77.24	49.65
145. Define terms for nursing research	100.00	45.10	42.75	34.48
146. Assess emotional status of client	100.00	95.10	99.31	15.17
147. Suction the airway	100.00	99.02	99.31	0.69
148. Develop a plan for bladder retraining	100.00	92.16	97.93	15.86
149. Prepare information about nursing program for publication	0.00	39.22	66.89	48.27

150. Teach a client about contraceptive methods	100.00	88.24	100.00	13.79
151. Defibrillate a client	50.00	71.57	93.79	13.10
152. Develop strategies for conflict resolution	100.00	71.57	89.65	49.65
153. Develop a plan for change	100.00	89.22	92.41	41.37
154. Recruit faculty members	0.00	27.45	7.58	2.75
155. Prepare collected research data for analysis	100.00	43.14	38.62	33.10

BS Summary: Cluster 1, Level IV

Job Content: Clinical Planning; Education Course Development and Maintenance; Counseling; Job Descriptions.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
156. Prepare an objective test	0.00	59.80	71.72	51.03
157. Prepare a bibliography for a specific nursing course	0.00	57.84	53.10	44.82
158. Develop a plan to promote optimal cardiac function	50.00	75.49	82.75	37.24
159. Develop faculty & administrator's job descriptions	0.00	25.49	34.48	29.65
160. Assist with problem-solving during counseling	50.00	76.47	89.65	37.24
161. Develop a course proposal	0.00	39.22	60.00	49.65
162. Ventilate a client with a mechanical ventilator	0.00	66.67	96.55	12.41
163. Select an appropriate teaching strategy	100.00	65.69	75.17	55.17
164. Develop a plan for bowel retraining	100.00	88.24	97.24	17.93

BS Summary: Cluster 2, Level I

Job Content: Professional Development Planning and Implementation; Clinical Planning, Implementation and Assessment; Human Rights Protection; Research Planning; Administratiion Planning

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
165. Conduct a conference	100.00	72.55	92.41	28.27
166. Develop a grading scale for courses in nursing	100.00	32.35	63.96	42.06
167. Write the limitations of nursing research	100.00	30.39	75.51	20.00
168. Plan a conference	100.00	72.55	90.34	35.86
169. Ventilate a client with a hand ventilator	100.00	87.25	98.62	8.27
170. State nursing research problem	100.00	50.98	53.79	42.75
171. Schedule disciplinary hearings before the nursing regulatory board	0.00	8.82	59.31	42.75
172. Conduct professional development programs	0.00	39.22	66.89	50.34
173. Develop process and procedure for human rights protection	0.00	31.37	71.03	44.13
174. Act as a client advocate	100.00	81.37	95.17	23.44
175. Develop a plan to insure adequate ventilation	100.00	88.24	95.86	26.20

BS Summary: Cluster 2, Level II

Job Content: Professional Regulation; Clinical Assessment Maintenance, Crisis Management; Education Planning and Evaluation; Administration Assessment Organization, and Maintenance; Research Planning, Implementation and Dissemination.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
176. Employ nurse staff	0.00	60.78	95.17	35.86
177. Prepare report on complaints about registered nurses and licensed practical nurses	0.00	43.14	85.51	49.65
178. Assess the need for suctioning the airway	100.00	96.08	100.00	8.27
179. Write nursing research questions and/or hypotheses	100.00	45.10	42.06	36.55
180. Prevent injury during a grand mal seizure	100.00	98.04	100.00	0.69
181. Select a data collection tool	100.00	58.82	80.69	47.58
182. Disseminate the nursing research report	100.00	35.29	55.86	39.31
183. Select standards for achieving outcome objectives	100.00	55.88	77.24	48.96
184. Develop a staffing pattern	100.00	67.65	95.86	38.62
185. Write behavioral objectives for nursing course	0.00	47.06	62.06	51.72
186. Write the assumptions for the nursing research	100.00	38.24	39.31	35.17
187. Write behavioral objectives for a learner to achieve specific outcomes	100.00	66.67	73.10	49.65
188. Delegate tasks	100.00	98.04	99.31	12.41
189. Evaluate student progress through nursing program	0.00	56.86	73.79	49.65
190. Develop admission criteria for nursing program	0.00	25.49	47.58	41.37

191. Select population for nursing research	100.00	39.22	44.13	37.24
192. Select audio-visual materials	100.00	84.31	92.41	28.27
193. Establish quality assurance program	0.00	53.92	91.72	42.75
194. Select student clinical learning experiences	50.00	60.78	77.24	51.72
195. Assist client to cope with anxiety	100.00	99.02	98.62	8.96
196. Prepare budget for nursing education unit	0.00	26.47	72.41	52.41
197. Provide individual psychotherapy	0.00	48.04	51.03	28.96
198. Interpret statistical nursing research data	100.00	40.20	42.06	31.72
199. Conduct a literature review	100.00	56.86	78.62	48.96
200. Meet requirements of regulating body	50.00	77.45	89.65	24.82
201. Develop a course outline	50.00	51.96	75.17	55.86
202. Provide family psychotherapy	0.00	36.27	48.27	28.96
203. Investigate complaints related to professional nursing practice	0.00	44.12	71.03	42.75
204. Validate data collection tool	50.00	41.18	57.93	38.62
205. Perform crisis intervention	50.00	74.51	95.17	30.24
206. Recommend candidate for faculty appointment	50.00	30.39	45.51	33.10
207. Conduct a performance appraisal	100.00	66.67	96.55	31.72
208. Povide group psychotherapy	0.00	40.20	48.27	27.58
209. Critique nursing research report	100.00	41.18	35.17	30.34
210. Assess compliance of licensees with terms of probation	0.00	17.65	57.24	41.37
211. Select the clinical sites for nursing courses	0.00	42.16	62.06	49.65
212. Evaluate behavioral change	100.00	86.27	93.10	27.58
213. Write nursing procedures	100.00	89.22	93.79	31.72

214. Assess learner readiness	100.00	78.43	86.20	46.89
215. Dismiss students from nursing program	0.00	28.43	56.25	48.27
216. Prepare budget of expenses for nursing research project	50.00	16.67	35.17	30.34
217. Develop an objective test question	50.00	60.78	80.00	53.10
218. Select teaching aids	100.00	84.31	91.03	40.00
219. Write a nursing service policy	50.00	66.67	93.79	41.37
220. Develop an organizational chart	100.00	64.71	88.96	37.24
221. Develop a course evaluation tool	100.00	61.76	72.41	54.48
222. Evaluate outcome objectives	100.00	74.51	86.20	55.86
223. Write a scholarly work for publication	50.00	39.22	64.13	44.82
224. Write a job description	100.00	77.45	93.10	31.72
225. Develop a data collection tool	100.00	54.90	77.24	52.41
226. Collect nursing research data	100.00	52.94	65.51	38.62

BS Summary: Cluster 2, Level III

Job Content: Education (Philosophy, Curriculum Development, Evaluation, Coordination); Administration, Research Planning and Analysis, Clinical Planning and Management.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
227. Write a grant/contract proposal	0.00	21.57	56.55	44.13
228. Implement strategies for grievance	50.00	53.92	89.65	40.00
229. Analyze nursing research data	100.00	43.14	37.24	28.96
230. Use distraction for pain control	100.00	82.35	97.24	12.41
231. Develop a philosophy of nursing education	0.00	43.14	47.58	36.55
232. Develop bylaws for unit in nursing	0.00	39.22	77.93	48.96
233. Write a nursing job specification	50.00	61.76	91.72	48.27
234. Plan a staff development program	100.00	57.84	92.41	52.41
235. Select the method for conducting nursing research	100.00	42.16	45.51	38.62
236. Assist the client to relax systematically	100.00	81.37	97.93	15.86
237. Prepare legal agreements/contracts with community health facilities	0.00	21.57	57.93	43.44
238. Conduct an exit interview	0.00	62.75	96.55	32.41
239. Develop a nursing curriculum	0.00	25.49	46.20	38.62
240. Develop a conceptual framework	0.00	43.14	59.31	47.58
241. Develop a theory of nursing	0.00	44.12	53.10	40.00
242. Evaluate facilities, resources, and services of nursing curriculum	50.00	34.31	44.82	33.79
243. Evaluate admissions process of nursing program	0.00	25.49	46.89	34.48
244. Assess client's need for oxygen therapy	100.00	100.00	99.31	8.96

245. Develop a plan to assist client to sleep	100.00	93.14	97.93	11.03
246. Evaluate nursing program via follow-up survey of employees	0.00	50.00	75.86	48.27
247. Plan for management of sensory overload	100.00	63.73	84.82	39.31
248. Develop a plan for pain control	100.00	88.24	97.93	20.69
249. Evaluate nursing job descriptions	50.00	69.61	91.03	40.00

BS Summary: Cluster 3

Job Content: Evaluation (Education, Service, Administration, Reporting).

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
250. Conduct peer evaluation of nursing faculty	0.00	50.00	58.62	36.55
251. Develop an evaluation model/plan for nursing program	0.00	27.45	46.20	40.00
252. Identify the learning needs of students	50.00	65.69	65.51	50.34
253. Conduct self-study of nursing program for accreditation	0.00	17.65	44.13	39.31
254. Write a nursing research report	100.00	45.10	48.96	37.93
255. Write a proposal for nursing research	100.00	39.22	43.44	31.03
256. Evaluate nursing organization /administration	50.00	46.08	64.13	44.82
257. Evaluate nursing program via survey of graduates	0.00	36.27	53.10	40.69
258. Prepare reports for approval agencies	0.00	33.33	75.17	48.96
259. Prepare reports for governing institution	0.00	32.35	73.10	45.51
260. Plan for management of sensory deprivation	100.00	71.57	90.34	40.69
261. Evaluate nursing curriculum	50.00	41.18	50.34	35.86
262. Conduct summative program evaluation	50.00	32.35	52.41	41.37
263. Prepare site visit reports on institution or unit for accrediting/approval agency	0.00	22.55	61.37	36.55

APPENDIX L

MS/PhD Triangulation Summary

MS Educators	N = 2
MS/PhD Nurses	N = 75
Nurse Employers	N = 145

Graduate Summary: Cluster 1, Level I

Job Content: Implementation of technical nursing skills dependent upon delegation from another person.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
264. Provide oral hygiene.	100.00	97.33	-	-
12. Measure urine sugar and acetone	100.00	98.67	-	-
13. Assess body weight	100.00	97.33	-	-
14. Use reality orientation in a one to one interaction	100.00	92.00	-	-
15. Measure urine specific gravity	0.00	92.00	-	-
16. Plan appropriate bed positioning for disabled client	100.00	98.67	-	-
17. Implement suicide precautions	100.00	89.33	100.00	4.13
18. Identify equipment needs	100.00	97.33	-	-
19. Place client in isolation	50.00	93.33	-	-
20. Transport an isolated client	50.00	100.00	-	-
21. Prepare a reality orientation class	100.00	80.00	100.00	3.44
22. Perform passive range of motion	100.00	100.00	-	-
23. Feed client via nasogastric feeding tube.	100.00	98.67	-	-
24. Position disabled client in bed	100.00	100.00	-	-
25. Prepare written minutes of meetings	50.00	100.00	100.00	0.69
26. Apply an external catheter to male client	100.00	88.00	-	-
27. Transfer disabled client from bed to chair	100.00	100.00	-	-
28. Maintain client's indwelling catheter	100.00	100.00	-	-

29.	Collect urine specimen	100.00	100.00	-	-
30.	Assess intake and output	100.00	98.67	-	-
31.	Administer a cleansing enema	100.00	100.00	-	-
32.	Promote normal bladder function	100.00	100.00	100.00	0.69
33.	Measure intake and output	100.00	100.00	-	-
34.	Initiate process for placing client in isolation	50.00	100.00	-	-
35.	Lead a reality orientation class	100.00	80.00	100.00	4.13
36.	Remove a stool impaction	100.00	100.00	-	-
37.	Implement client infection precautions	50.00	98.67	-	-
38.	Prepare written communication	100.00	100.00	100.00	0.69
39.	Provide care for client with nasogastric tube	100.00	100.00	100.00	4.82
40.	Plan an individual realty orientation program	100.00	86.67	100.00	4.13
41.	Perform gastric lavage	50.00	94.67	-	-
42.	Plan transfer of client from bed to chair	100.00	100.00	-	-

Graduate Summary: Cluster 1, Level II

Job Content: Clinical Implementation, Planning, Assessment and Client Teaching

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
43. Insert a nasogastric tube	50.00	100.00	-	-
44. Promote normal bowel function	100.00	100.00	-	-
45. Plan a staff recognition program	0.00	93.33	100.00	1.37
46. Develop a nurse orientation program	50.00	94.67	100.00	4.82
47. Evaluate institutional policies and standards by group process	100.00	93.33	100.00	15.17
48. Plan for passive range of motion	100.00	100.00	-	-
49. Insert urinary catheter in female client	100.00	100.00	100.00	2.75
50. Assess lochia	100.00	89.33	100.00	0.69
51. Determine eligibility of domestic nurse graduate for nursing licensure	50.00	60.00	100.00	43.44
52. Establish plan of care to maintain skin integrity	100.00	100.00	100.00	0.69
53. Administer alcohol or tepid sponge bath	100.00	100.00	-	-
54. Perform cardiopulmonary resuscitation	100.00	97.33	-	-
55. Assess the client's bowel function	100.00	98.67	-	-
56. Insert urinary catheter in male client	50.00	77.33	-	-
57. Develop plan for assessment of the breasts	100.00	94.67	100.00	2.06
58. Perform physical assessment of perineum	100.00	86.67	100.00	1.37
59. Use a hypo- or hyperthermia blanket	50.00	80.00	100.00	1.37
60. Assess the breasts of a postpartum client	100.00	84.00	100.00	6.20

61.	Provide alternate methods of communication for client with verbal communication deficit	100.00	96.00	100.0	5.51
62.	Promote normal hydration	100.00	100.00	-	-
63.	Write behavioral objectives for nursing adminstration	50.00	97.33	100.00	21.37
64.	Perform a back rub	100.00	100.00	-	-
65.	Participate as a member of a committee	100.00	100.00	-	-
66.	Perform physical assessment of uterine fundus	100.00	82.67	100.00	0.69
67.	Assess suicidal behavior	100.00	80.00	100.00	6.20
68.	Develop a plan for assessing the uterine fundus	100.00	84.00	100.00	3.44
69.	Develop plan for assessing lochia	100.00	80.00	100.00	4.13
70.	Develop plan for assessing the perineum	100.00	86.67	100.00	4.13
71.	Maintain intermittent intravenous infusion of fluid/medication	100.00	98.67	-	-
72.	Assess maternal-infant attachment	100.00	80.00	100.00	3.44
73.	Change sterile dressing	100.00	100.00	-	-
74.	Implement the consultative process	0.00	96.00	100.00	13.10
75.	Write a nursing standard	100.00	97.33	100.00	22.06
76.	Prepare a nursing service budget	0.00	66.67	100.00	11.72
77.	Develop a test blueprint	0.00	73.33	100.00	41.37
78.	Develop a plan for assessing the neurological status of a client	100.00	96.00	100.00	10.34
79.	Develop a plan for nurse retention	50.00	73.33	100.00	15.17
80.	Establish committees	50.00	98.67	100.00	5.51
81.	Clean incisional button or tractional pins	50.00	81.33	-	-
82.	Teach a client how to bathe a baby	100.00	93.33	-	-
83.	Teach a client perineal self-care	100.00	93.33	-	-

84.	Implement a decision	100.00	100.00	-	-
85.	Develop a plan to teach a client how to bathe a baby	100.00	93.33	100.00	1.37
86.	Monitor a nursing budget	0.00	73.33	100.00	7.58
87.	Schedule educational activities	100.00	100.00	100.00	6.89
88.	Determine eligibility for registration as an advanced registered nurse practitioner	0.00	44.00	100.00	71.03

Graduate Summary: Cluster 1, Level III

Job Content: Clinical Implementation & Assessment; Educational Planning; Education Program Maintenance; Research Planning; Decision/Policy Making; Communication (group, oral, individual, written).

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
89. Start an intravenous infusion	50.00	96.00	-	-
90. Develop a plan to teach a client to perform a breast self-examination	50.00	96.00	100.00	1.37
91. Teach a client breast feeding	100.00	84.00	-	-
92. Obtain an electrocardiographic reading	0.00	54.67	100.00	2.06
93. Issue an order	50.00	98.67	100.00	3.44
94. Teach a client how to bottle feed a baby	100.00	89.33	-	-
95. Teach a client a specified procedure	100.00	100.00	-	-
96. Develop a plan to teach a client to bottle feed a baby	100.00	89.33	100.00	1.37
97. Implement a nursing referral	100.00	100.00	100.00	0.69
98. Make a decision	100.00	100.00	-	-
99. Develop a plan to teach perineal self-care	100.00	92.00	100.00	2.06
100. Teach a client how to perform breast self-examination	50.00	97.33	-	-
101. Administer total parenteral nutrition	0.00	73.33	100.00	0.69
102. Coordinate activities of others	50.00	100.00	100.00	0.69
103. Maintain continuous peripheral intravenous therapy	100.00	93.33	100.00	1.37
104. Prepare correspondence	50.00	100.00	100.00	1.37
105. Develop a philosophy of nursing service	50.00	94.67	100.00	21.37
106. Develop course content	50.00	96.00	100.00	40.69
107. Recruit students	50.00	90.67	100.00	19.31
108. Administer an intramuscular, intradermal or subcutaneous injection	100.00	100.00	-	-

109. Develop a plan to teach a client breast feeding	50.00	86.67	100.00	3.44
110. Obtain a sexual history	100.00	88.00	100.00	2.06
111. Obtain a blood pressure reading	100.00	100.00	-	-
112. Assign workload to personnel	100.00	98.67	100.00	0.69
113. Assess pulse presence, rate, volume and rythm	100.00	100.00	-	-
114. Assess neurological status of client	100.00	97.33	100.00	2.06
115. Initiate client neurological checks	50.00	98.67	100.00	2.75
116. Develop professional, organizational policy/goal	100.00	97.33	100.00	17.93
117. Perform physical assessment of the breasts	100.00	97.33	100.00	1.37
118. Select applicants for admission into a nursing program	0.00	88.00	100.00	39.31
119. Identify outcome characteristics of the graduate of a nursing program	50.00	88.00	100.00	57.93
120. Act as a change agent	100.00	96.00	100.00	10.34
121. Determine eligibility of graduates of foreign nursing schools for state board test pool examination/endorsement licensure.	0.00	41.33	100.00	64.82
122. Make recommendations for nursing faculty salary/promotion/tenure	0.00	81.33	100.00	57.24
123. Write a reference	50.00	100.00	100.00	2.06
124. Write the delimitations for nursing research	50.00	84.00	100.00	68.96
125. Initiate under water seal chest drainage	0.00	66.67	100.00	0.20
126. Assess heart sounds	100.00	78.67	100.00	2.06
127. Determine quota of nursing program admissions	0.00	77.33	100.00	54.48
128. Determine eligibility of domestic nurse graduate for nursing licensure by endorsement	0.00	49.33	100.00	58.62

129. Schedule activities, meetings, workshops, conferences	100.00	100.00	100.00	5.51
130. Assess the need for a course	50.00	93.33	100.00	18.62
131. Auscultate lung sounds	100.00	88.00	100.00	1.37
132. Assess client cardiopulmonary status via a swan ganz reading	50.00	25.33	100.00	6.89
133. Use cutaneous stimulation for pain control	50.00	33.33	100.00	6.89
134. Develop an essay test question	50.00	98.67	100.00	21.37
135. Develop a plan of care for a client with a Blakemore tube	50.00	49.33	100.00	4.82
136. Assess peripheral circulation	100.00	98.67	-	-
137. Write a purpose statement for nursing research	50.00	97.33	100.00	51.72
138. Assist a client to select a contraceptive method	50.00	84.00	100.00	5.51
139. Determine eligibility for nursing licensure of applicants with criminal conviction records	0.00	36.00	60.69	100.00
140. Obtain consent to implement data collection in nursing research	50.00	96.00	100.00	33.79
141. Assess rate, regularity, effort/depth of respirations	100.00	98.67	100.00	0.69
142. Teach a client about sexually transmitted diseases	50.00	88.00	-	-
143. Seek funding sources for nursing research	0.00	65.33	100.00	56.55
144. Select library holdings for unit in nursing	50.00	89.33	100.00	22.75
145. Define terms for nursing research	50.00	92.00	100.00	57.24
146. Assess emotional status of client	100.00	97.33	100.00	0.69
147. Suction the airway	100.00	98.67	100.00	0.69
148. Develop a plan for bladder retraining	50.00	90.67	100.00	2.06
149. Prepare information about nursing program for publication	0.00	82.67	100.00	33.10

150. Teach a client about contraceptive methods	100.00	88.00	-	-
151. Defibrillate a client	0.00	49.33	100.00	6.20
152. Develop strategies for conflict resolution	100.00	86.67	100.00	10.34
153. Develop a plan for change	100.00	97.33	100.00	7.58
154. Recruit faculty members	50.00	78.67	100.00	67.58
155. Prepare collected research data for analysis	50.00	90.67	100.00	61.37

Graduate Summary: Cluster 1, Level IV

Job Content: Clinical Planning; Education Course Development and Maintenance; Counseling; Job Descriptions.

Nursing Task	Educ.	Nurses	Cum.%	Employer %
156. Prepare an objective test	0.00	97.33	100.00	28.27
157. Prepare a bibliography for a specific nursing course	50.00	93.33	100.00	46.89
158. Develop a plan to promote optimal cardiac function	50.00	74.67	100.00	17.24
159. Develop faculty & administrator's job descriptions	0.00	82.67	100.00	65.51
160. Assist with problem-solving during counseling	100.00	88.00	100.00	10.34
161. Develop a course proposal	0.00	89.33	100.00	40.00
162. Ventilate a client with a mechanical ventilator	50.00	66.67	100.00	3.44
163. Select an appropriate teaching strategy	50.00	97.33	100.00	24.82
164. Develop a plan for bowel retraining	50.00	90.67	100.00	2.75

Graduate Summary: Cluster 2, Level I

Job Content: Professional Development Planning and Implementation; Clinical Planning, Implementation and Assessment; Human Rights Protection; Research Planning; Administratiion Planning

Nursing Task	Educ.	Nurses	Cum.%	Employer %
165. Conduct a conference	100.00	96.00	100.00	7.58
166. Develop a grading scale for courses in nursing	0.00	90.67	100.00	51.03
167. Write the limitations of nursing research	50.00	86.67	100.00	74.78
168. Plan a conference	100.00	96.00	100.00	9.65
169. Ventilate a client with a hand ventilator	0.00	78.67	100.00	46.20
170. State nursing research problem	50.00	94.67	100.00	46.20
171. Schedule disciplinary hearings before the nursing regulatory board	0.00	34.67	100.00	40.69
172. Conduct professional development programs	50.00	93.33	100.00	33.10
173. Develop process and procedure for human rights protection	0.00	68.00	100.00	28.96
174. Act as a client advocate	100.00	97.33	100.00	4.82
175. Develop a plan to insure adequate ventilation	50.00	92.00	100.00	4.13

Graduate Summary: Cluster 2, Level II

Job Content: Professional Regulation; Clinical Assessment Maintenance, Crisis Management; Education Planning and Evaluation; Administration Assessment Organization, and Maintenance; Research Planning, Implementation and Dissemination.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
176. Employ nurse staff	50.00	86.67	100.00	4.82
177. Prepare report on complaints about registered nurses and licensed practical nurses	0.00	66.67	100.00	14.48
178. Assess the need for suctioning the airway	100.00	98.67	-	-
179. Write nursing research questions and/or hypotheses	50.00	96.00	100.00	57.93
180. Prevent injury during a grand mal seizure	100.00	100.00	100.00	0.69
181. Select a data collection tool	50.00	96.00	100.00	19.31
182. Disseminate the nursing research report	100.00	93.33	100.00	44.13
183. Select standards for achieving outcome objectives	100.00	96.00	100.00	22.75
184. Develop a staffing pattern	50.00	80.00	100.00	4.13
185. Write behavioral objectives for nursing course	0.00	97.33	100.00	37.93
186. Write the assumptions for the nursing research	50.00	92.00	100.00	60.69
187. Write behavioral objectives for a learner to achieve specific outcomes	100.00	97.33	100.00	26.89
188. Delegate tasks	100.00	100.00	100.00	0.69
189. Evaluate student progress through nursing program	0.00	92.00	100.00	26.20
190. Develop admission criteria for nursing program	0.00	88.00	100.00	52.41

191. Select population for nursing research	50.00	93.33	100.00	55.86
192. Select audio-visual materials	50.00	100.00	100.00	7.58
193. Establish quality assurance program	100.00	77.33	100.00	8.27
194. Select student clinical learning experiences	50.00	97.33	100.00	22.75
195. Assist client to cope with anxiety	100.00	97.33	100.00	1.37
196. Prepare budget for nursing education unit	0.00	65.33	100.00	1.37
197. Provide individual psychotherapy	0.00	50.67	100.00	48.96
198. Interpret statistical nursing research data	50.00	86.67	100.00	57.93
199. Conduct a literature review	50.00	100.00	100.00	21.37
200. Meet requirements of regulating body	50.00	93.33	100.00	10.34
201. Develop a course outline	0.00	97.33	100.00	24.82
202. Provide family psychotherapy	0.00	34.67	100.00	51.72
203. Investigate complaints related to professional nursing practice	50.00	66.67	100.00	28.96
204. Validate data collection tool	0.00	89.33	100.00	42.06
205. Perform crisis intervention	50.00	70.67	100.00	4.82
206. Recommend candidate for faculty appointment	0.00	85.33	100.00	54.48
207. Conduct a performance appraisal	100.00	97.33	100.00	3.44
208. Povide group psychotherapy	0.00	38.67	100.00	51.72
209. Critique nursing research report	50.00	92.00	100.00	64.82
210. Assess compliance of licensees with terms of probation	50.00	38.67	100.00	42.75
211. Select the clinical sites for nursing courses	0.00	90.67	100.00	37.93
212. Evaluate behavioral change	100.00	94.67	100.00	6.89
213. Write nursing procedures	100.00	100.00	100.00	6.20
214. Assess learner readiness	100.00	96.00	100.00	13.79

215. Dismiss students from nursing program	0.00	82.67	100.00	43.44
216. Prepare budget of expenses for nursing research project	0.00	76.00	100.00	64.82
217. Develop an objective test question	50.00	97.33	100.00	20.00
218. Select teaching aids	100.00	98.67	100.00	8.96
219. Write a nursing service policy	50.00	93.33	100.00	6.20
220. Develop an organizational chart	50.00	94.67	100.00	11.03
221. Develop a course evaluation tool	0.00	96.00	100.00	27.58
222. Evaluate outcome objectives	100.00	97.33	100.00	13.79
223. Write a scholarly work for publication	0.00	86.67	100.00	35.86
224. Write a job description	50.00	97.33	100.00	6.89
225. Develop a data collection tool	50.00	93.33	100.00	22.75
226. Collect nursing research data	50.00	94.67	100.00	34.48

Graduate Summary: Cluster 2, Level III

Job Content: Education (Philosophy, Curriculum Development, Evaluation, Coordination); Administration, Research Planning and Analysis, Clinical Planning and Management.

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
227. Write a grant/contract proposal	0.00	66.67	100.00	43.44
228. Implement strategies for grievance	0.00	84.00	100.00	10.34
229. Analyze nursing research data	50.00	92.00	100.00	62.75
230. Use distraction for pain control	50.00	89.33	100.00	2.75
231. Develop a philosophy of nursing education	0.00	93.33	100.00	52.41
232. Develop bylaws for unit in nursing	0.00	80.00	100.00	22.06
233. Write a nursing job specification	50.00	89.33	100.00	8.27
234. Plan a staff development program	50.00	93.33	100.00	7.58
235. Select the method for conducting nursing research	50.00	92.00	100.00	54.48
236. Assist the client to relax systematically	100.00	90.67	100.00	2.06
237. Prepare legal agreements/contracts with community health facilities	0.00	66.67	100.00	42.06
238. Conduct an exit interview	50.00	84.00	100.00	3.44
239. Develop a nursing curriculum	0.00	85.33	100.00	53.79
240. Develop a conceptual framework	0.00	93.33	100.00	40.69
241. Develop a theory of nursing	0.00	69.33	100.00	46.89
242. Evaluate facilities, resources, and services of nursing curriculum	0.00	86.67	100.00	55.17
243. Evaluate admissions process of nursing program	0.00	88.00	100.00	53.10
244. Assess client's need for oxygen therapy	100.00	100.00	100.00	0.69

245. Develop a plan to assist client to sleep	100.00	97.33	100.00	2.06
246. Evaluate nursing program via follow-up survey of employees	50.00	84.00	100.00	24.13
247. Plan for management of sensory overload	50.00	84.00	100.00	15.17
248. Develop a plan for pain control	50.00	93.33	100.00	2.06
249. Evaluate nursing job descriptions	0.00	94.67	100.00	8.96

Graduate Summary: Cluster 3

Job Content: Evaluation (Education, Service, Administration, Reporting).

Nursing Task	Educ.	Nurses	Employer Cum.%	Employer %
250. Conduct peer evaluation of nursing faculty	0.00	85.33	100.00	41.37
251. Develop an evaluation model/plan for nursing program	0.00	81.33	100.00	53.79
252. Identify the learning needs of students	50.00	94.67	100.00	34.48
253. Conduct self-study of nursing program for accreditation	0.00	76.00	100.00	55.86
254. Write a nursing research report	50.00	93.33	100.00	51.03
255. Write a proposal for nursing research	50.00	93.33	100.00	56.55
256. Evaluate nursing organization /administration	50.00	85.33	100.00	35.86
257. Evaluate nursing program via survey of graduates	50.00	85.33	100.00	46.89
258. Prepare reports for approval agencies	0.00	80.00	100.00	24.82
259. Prepare reports for governing institution	50.00	81.33	100.00	26.89
260. Plan for management of sensory deprivation	100.00	85.33	100.00	9.65
261. Evaluate nursing curriculum	0.00	88.00	100.00	49.65
262. Conduct summative program evaluation	0.00	80.00	100.00	47.58
263. Prepare site visit reports on institution or unit for accrediting/approval agency	0.00	70.67	100.00	38.62

Appendix M

LPN Selected Item Analysis by Frequency of Performance, Setting Type, and Years of Experience

(Numbers reported are percentages of LPN Respondents)

LPN Nurses N = 77

Item 34: Initiate process for placing client in isolation

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	3.90	5.19	1.30	1.30	0.00
Hospital (50-99)	2.60	2.60	1.30	0.00	0.00
Hospital (> 100)	5.19	16.88	3.90	3.90	0.00
Clinic	1.30	0.00	1.30	11.69	2.60
Nursing Home/ICF (0-99)	1.30	3.90	1.30	3.90	0.00
Nursing Home/ICF (>100)	1.30	2.60	0.00	2.60	1.30
Home Health Agency					
Community Health Agency					
Multiple Setting	1.30	3.90	1.30	0.00	1.30
Other	1.30	1.30	0.00	0.00	6.49
Work Experience					
0-4 Years	3.90	7.79	7.79	9.09	3.90
5-14 Years	12.99	18.18	1.30	10.39	6.49
15-24 Years	1.30	6.49	1.30	2.60	1.30
25-34 Years	0.00	2.60	0.00	1.30	0.00
> 35 Years					

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 41: Perform gastric lavage

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	1.30	6.49	1.30	1.30	1.30
Hospital (50-99)	0.00	1.30	0.00	1.30	3.90
Hospital (> 100)	2.60	14.29	2.60	2.60	6.49
Clinic	0.00	1.30	1.30	9.09	5.19
Nursing Home/ICF (0-99)	1.30	1.30	1.30	5.19	1.30
Nursing Home/ICF (>100)	0.00	0.00	0.00	3.90	3.90
Home Health Agency					
Community Health Agency					
Multiple Setting	1.30	3.90	0.00	0.00	2.60
Other	0.00	1.30	1.30	1.30	5.19
Work Experience					
0-4 Years	3.90	7.79	0.00	9.09	11.69
5-14 Years	2.60	15.58	5.19	12.99	12.99
15-24 Years	0.00	2.60	2.60	2.60	3.90
25-34 Years	0.00	2.60	0.00	0.00	1.30
> 35 Years					

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 43: Insert a nasogastric tube

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	2.60	2.60	1.30	1.30	3.90
Hospital (50-99)	0.00	2.60	0.00	0.00	3.90
Hospital (> 100)	2.60	9.09	2.60	6.49	9.09
Clinic	0.00	1.30	0.00	3.90	11.69
Nursing Home/ICF (0-99)	1.30	0.00	1.30	2.60	5.19
Nursing Home/ICF (>100)	1.30	1.30	0.00	0.00	5.19
Home Health Agency					
Community Health Agency					
Multiple Setting	0.00	3.90	1.30	1.30	1.30
Other	1.30	1.30	0.00	1.30	5.19
Work Experience					
0-4 Years	1.30	11.69	0.00	3.90	15.58
5-14 Years	6.49	7.79	3.90	9.09	22.08
15-24 Years	1.30	1.30	2.60	2.60	5.19
25-34 Years	0.00	1.30	0.00	1.30	1.30
> 35 Years					

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 71: Maintain intermittent intravenous infusion of fluid/medication

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	7.79	1.30	0.00	0.00	2.60
Hospital (50-99)	3.90	0.00	0.00	0.00	2.60
Hospital (> 100)	12.99	3.90	0.00	5.19	7.79
Clinic	2.60	1.30	0.00	5.19	6.49
Nursing Home/ICF (0-99)	1.30	0.00	0.00	6.49	2.60
Nursing Home/ICF (>100)	0.00	0.00	0.00	3.90	3.90
Home Health Agency					
Community Health Agency					
Multiple Setting	0.00	0.00	0.00	3.90	3.90
Other	1.30	1.30	1.30	3.90	1.30
Work Experience					
0-4 Years	10.39	0.00	0.00	10.39	11.69
5-14 Years	10.39	6.49	1.30	16.88	14.29
15-24 Years	6.49	1.30	0.00	1.30	3.90
25-34 Years	1.30	0.00	0.00	0.00	1.30
> 35 Years					

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 125: Initiate under water seal chest drainage

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.00	0.00	1.30	1.30	9.09
Hospital (50-99)	0.00	0.00	0.00	0.00	6.49
Hospital (> 100)	1.30	5.19	2.60	3.90	16.88
Clinic	0.00	0.00	0.00	0.00	16.88
Nursing Home/ICF (0-99)	0.00	1.30	0.00	1.30	7.79
Nursing Home/ICF (>100)	0.00	0.00	0.00	0.00	7.79
Home Health Agency					
Community Health Agency					
Multiple Setting	0.00	0.00	0.00	0.00	7.79
Other	0.00	0.00	0.00	1.30	7.79
Work Experience					
0-4 Years	0.00	3.90	1.30	2.60	24.68
5-14 Years	1.30	1.30	1.30	3.90	41.56
15-24 Years	0.00	1.30	0.00	1.30	10.39
25-34 Years	0.00	0.00	0.00	0.00	3.90
> 35 Years					

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 151: Defibrillate a client

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.00	1.30	5.19	0.00	5.19
Hospital (50-99)	0.00	1.30	1.30	0.00	3.90
Hospital (> 100)	0.00	1.30	3.90	7.79	16.88
Clinic	1.30	0.00	2.60	1.30	11.69
Nursing Home/ICF (0-99)	0.00	0.00	0.00	2.60	7.79
Nursing Home/ICF (>100)	0.00	0.00	0.00	1.30	6.49
Home Health Agency					
Community Health Agency					
Multiple Setting	0.00	0.00	5.19	1.30	1.30
Other	0.00	0.00	2.60	2.60	3.90
Work Experience					
0-4 Years	0.00	1.30	5.19	2.60	23.38
5-14 Years	1.30	2.60	11.69	10.39	23.38
15-24 Years	0.00	0.00	2.60	3.90	6.49
25-34 Years	0.00	0.00	0.00	0.00	3.90
> 35 Years					

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Appendix N

AD Selected Item Analysis by Frequency of Performance, Setting and Years of Experience

(Numbers reported are percentages of AD respondents)

AD Nurses N = 80

Item 41: Perform gastric lavage

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	1.25	6.25	1.25	2.50	0.00
Hospital (50-99)	0.00	5.00	1.25	1.25	1.25
Hospital (› 100)	8.75	17.50	2.50	11.25	3.75
Clinic	0.00	0.00	1.25	3.75	1.25
Nursing Home/ICF (0-99)	0.00	0.00	2.50	2.50	1.25
Nursing Home/ICF (›100)	0.00	1.25	1.25	3.75	1.25
Home Health Agency	0.00	0.00	0.00	0.00	1.25
Community Health Agency	0.00	1.25	0.00	1.25	0.00
Multiple Setting	2.50	3.75	0.00	0.00	0.00
Other	0.00	0.00	0.00	3.75	2.50
Work Experience					
0-4 Years	5.00	6.25	3.75	7.50	5.00
5-14 Years	6.25	26.25	6.25	20.00	6.25
15-24 Years	1.25	1.25	0.00	1.25	0.00
25-34 Years	0.00	1.25	0.00	0.00	0.00
› 35 Years					

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 125: Initiate under water seal chest drainage

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.00	2.50	5.00	0.00	2.50
Hospital (50-99)	0.00	6.25	0.00	1.25	1.25
Hospital (> 100)	10.00	13.75	2.50	8.75	8.75
Clinic	0.00	0.00	1.25	0.00	5.00
Nursing Home/ICF (0-99)	0.00	0.00	2.50	2.50	1.25
Nursing Home/ICF (>100)	0.00	0.00	0.00	3.75	3.75
Home Health Agency	0.00	0.00	0.00	0.00	1.25
Community Health Agency	0.00	0.00	0.00	2.50	0.00
Multiple Setting	3.75	1.25	0.00	0.00	1.25
Other	0.00	0.00	0.00	2.50	2.50
Work Experience					
0 4 Years	3.75	5.00	3.75	3.75	11.25
5-14 Years	10.00	16.25	7.50	15.00	15.00
15-24 Years	0.00	1.25	0.00	1.25	1.25
25-34 Years	0.00	1.25	0.00	0.00	0.00
> 35 Years					

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 151: Defibrillate a client

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	1.25	6.25	2.50	1.25	0.00
Hospital (50-99)	0.00	5.00	1.25	1.25	1.25
Hospital (> 100)	5.00	10.00	8.75	5.00	15.00
Clinic	0.00	0.00	2.50	1.25	2.50
Nursing Home/ICF (0-99)	0.00	0.00	2.50	1.25	2.50
Nursing Home/ICF (>100)	0.00	0.00	0.00	2.50	5.00
Home Health Agency	0.00	0.00	0.00	0.00	1.25
Community Health Agency	0.00	0.00	0.00	2.50	0.00
Multiple Setting	1.25	1.25	2.50	1.25	0.00
Other	0.00	0.00	1.25	2.50	2.50
Work Experience					
0-4 Years	1.25	2.50	5.00	2.50	16.25
5-14 Years	6.25	17.50	15.00	13.75	12.50
15-24 Years	0.00	0.00	1.25	2.50	0.00
25-34 Years	0.00	1.25	0.00	0.00	0.00
> 35 Years					

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Appendix O

Diploma Nurse Selected Item Analysis by Frequency of Performance, Setting and Years of Experience

(Numbers reported are percentages of D respondents)

D Nurses N = 88

Item 125: Initiate under water seal chest drainage

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.00	3.41	2.27	0.00	5.68
Hospital (50-99)	1.14	1.14	0.00	2.27	3.41
Hospital (> 100)	5.68	11.36	3.41	4.55	7.95
Clinic	0.00	0.00	0.00	4.55	3.41
Nursing Home/ICF (0-99)	0.00	0.00	1.14	3.41	2.27
Nursing Home/ICF (>100)	0.00	0.00	0.00	3.41	6.82
Home Health Agency	0.00	0.00	0.00	0.00	1.14
Community Health Agency	0.00	0.00	1.14	0.00	3.41
Multiple Setting	1.14	1.14	1.14	1.14	0.00
Other	1.14	0.00	1.14	4.55	4.55
Work Experience					
0-4 Years	0.00	5.68	4.55	3.41	6.82
5-14 Years	5.68	7.95	4.55	10.23	17.05
15-24 Years	1.14	2.27	0.00	7.95	9.09
25-34 Years	2.27	1.14	0.00	2.27	4.55
> 35 Years	0.00	0.00	1.14	0.00	0.00

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 151: Defibrillate a client

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.00	4.55	3.41	1.14	2.27
Hospital (50-99)	3.41	0.00	2.27	1.14	1.14
Hospital (> 100)	2.27	13.64	4.55	1.14	12.50
Clinic	0.00	1.14	1.14	3.41	2.27
Nursing Home/ICF (0-99)	0.00	2.27	0.00	3.41	1.14
Nursing Home/ICF (>100)	0.00	0.00	3.41	1.14	5.68
Home Health Agency	0.00	1.14	0.00	0.00	0.00
Community Health Agency	0.00	0.00	1.14	0.00	3.41
Multiple Setting	1.14	0.00	2.27	0.00	1.14
Other	1.14	0.00	1.14	0.00	9.09
Work Experience					
0-4 Years	0.00	3.41	3.41	3.41	10.23
5-14 Years	4.55	10.23	10.23	3.41	17.05
15-24 Years	3.41	5.68	2.27	2.27	6.82
25-34 Years	0.00	3.41	3.41	2.27	1.14
> 35 Years	0.00	0.00	0.00	0.00	2.27

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Appendix P

Baccalaureate Nurse Analysis of Selected Items by Frequency of Performance, Setting and Years of Experience

(Numbers reported are percentages of BS respondents)

BS Nurses N = 102

Item 125: Initiate under water seal chest drainage

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.00	2.94	3.92	0.98	5.88
Hospital (50-99)	0.00	1.96	0.00	0.00	0.00
Hospital (> 100)	9.80	21.57	3.92	8.82	8.82
Clinic	0.00	0.00	0.00	0.98	3.92
Nursing Home/ICF (0-99)	0.00	0.00	1.96	0.98	1.96
Nursing Home/ICF (>100)	0.00	0.98	0.00	0.98	2.94
Home Health Agency	0.00	0.00	0.00	1.96	0.98
Community Health Agency	0.00	0.00	1.96	0.98	2.94
Multiple Setting	0.98	0.98	0.98	0.98	0.98
Other	0.00	0.00	0.00	1.96	0.98
Work Experience					
0-4 Years	5.88	9.80	5.88	3.92	7.84
5-14 Years	4.90	14.71	5.88	9.80	15.69
15-24 Years	0.00	2.94	0.98	3.92	4.90
25-34 Years	0.00	0.98	0.00	0.98	0.00
> 35 Years	0.00	0.00	0.00	0.00	0.98

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 132: Assess client cardiopulmonary status via a swan ganz reading

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.00	1.96	0.00	0.00	11.76
Hospital (50-99)	0.00	0.98	0.00	0.00	0.98
Hospital (> 100)	11.76	4.90	3.92	5.88	26.47
Clinic	0.98	0.00	0.00	0.98	2.94
Nursing Home/ICF (0-99)	0.00	0.00	0.00	0.98	3.92
Nursing Home/ICF (>100)	0.00	0.98	0.00	0.00	3.92
Home Health Agency	0.00	0.00	0.00	0.98	1.96
Community Health Agency	0.00	0.00	0.00	0.98	4.90
Multiple Setting	0.98	0.00	0.00	0.98	2.94
Other	0.00	0.00	0.00	0.00	2.94
Work Experience					
0-4 Years	5.88	4.90	2.94	3.92	15.69
5-14 Years	7.84	2.94	0.98	6.86	32.35
15-24 Years	0.00	0.98	0.00	0.00	11.76
25-34 Years	0.00	0.00	0.00	0.00	1.96
> 35 Years	0.00	0.00	0.00	0.00	0.98

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 133: Use cutaneous stimulation for pain control

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.00	1.96	0.00	0.98	9.80
Hospital (50-99)	0.00	0.00	0.00	0.00	1.96
Hospital (> 100)	6.86	6.86	4.90	6.86	27.45
Clinic	0.00	0.98	0.00	0.00	3.92
Nursing Home/ICF (0-99)	0.00	0.00	0.00	0.98	3.92
Nursing Home/ICF (>100)	0.00	0.98	0.00	0.00	3.92
Home Health Agency	0.00	0.98	0.00	0.00	1.96
Community Health Agency	0.00	0.98	0.98	0.00	2.94
Multiple Setting	0.00	0.98	0.00	0.98	2.94
Other	0.00	0.00	0.98	0.98	0.98
Work Experience					
0-4 Years	2.94	5.88	3.92	2.94	17.65
5-14 Years	3.92	7.84	1.96	4.90	32.35
15-24 Years	0.00	0.00	0.98	2.94	8.82
25-34 Years	0.98	0.00	0.00	0.00	0.98
> 35 Years	0.00	0.00	0.00	0.00	0.00

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 151: Defibrillate a client

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.98	7.84	2.94	0.00	1.96
Hospital (50-99)	0.00	0.00	1.96	0.00	0.00
Hospital (> 100)	4.90	13.73	12.75	6.86	14.71
Clinic	0.00	0.98	0.98	0.98	1.96
Nursing Home/ICF (0-99)	0.00	0.98	0.98	1.96	0.98
Nursing Home/ICF (>100)	0.00	0.98	0.00	1.96	1.96
Home Health Agency	0.00	0.00	0.00	1.96	0.98
Community Health Agency	0.00	0.00	0.98	0.98	3.92
Multiple Setting	0.00	0.00	0.00	2.94	1.96
Other	0.00	0.00	0.98	1.96	0.00
Work Experience					
0-4 Years	1.96	5.88	11.76	3.92	9.80
5-14 Years	3.92	16.67	8.82	9.80	11.76
15-24 Years	0.00	1.96	0.00	5.88	4.90
25-34 Years	0.00	0.00	0.98	0.00	0.98
> 35 Years	0.00	0.00	0.00	0.00	0.98

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 179: Write nursing research questions and/or hypotheses

	Yes			No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)		0.00	1.96	3.92	7.84
Hospital (50-99)		0.00	0.00	0.98	0.98
Hospital (> 100)		2.94	6.86	13.73	26.47
Clinic		0.00	1.96	0.00	2.94
Nursing Home/ICF (0-99)		0.00	0.00	1.96	2.94
Nursing Home/ICF (>100)		0.00	0.00	1.96	2.94
Home Health Agency		0.00	0.00	0.00	2.94
Community Health Agency		1.96	0.98	0.98	1.96
Multiple Setting		0.00	0.98	1.96	1.96
Other		0.00	0.00	1.96	0.98
Work Experience					
0-4 Years		2.94	6.86	15.69	6.86
5-14 Years		1.96	4.90	8.82	33.33
15-24 Years		0.00	0.98	1.96	9.80
25-34 Years		0.00	0.00	0.98	0.98
> 35 Years		0.00	0.00	0.00	0.98

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 209: Critique nursing research report

	Yes			No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)		0.00	0.98	4.90	7.84
Hospital (50-99)		0.00	0.00	0.98	0.98
Hospital (> 100)		1.96	5.88	15.69	28.43
Clinic		0.00	0.98	0.00	3.92
Nursing Home/ICF (0-99)		0.00	0.00	1.96	2.94
Nursing Home/ICF (>100)		0.00	0.00	0.98	3.92
Home Health Agency		0.00	0.98	0.00	1.96
Community Health Agency		1.96	0.00	0.98	2.94
Multiple Setting		0.00	0.98	0.98	2.94
Other		0.00	0.00	0.98	1.96
Work Experience					
0-4 Years		2.94	3.92	14.71	11.76
5-14 Years		0.98	4.90	9.80	34.31
15-24 Years		0.00	0.98	1.96	9.80
25-34 Years		0.00	0.00	0.98	0.98
> 35 Years		0.00	0.00	0.00	0.98

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 229: Analyze nursing research data

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)	0.00	0.00	2.94	2.94	7.84
Hospital (50-99)	0.00	0.00	0.98	0.00	0.00
Hospital (> 100)	1.96	1.96	8.82	12.75	25.49
Clinic	0.00	0.00	0.00	0.98	3.92
Nursing Home/ICF (0-99)	0.00	0.00	0.98	0.98	2.94
Nursing Home/ICF (>100)	0.00	0.00	0.00	0.98	3.92
Home Health Agency	0.00	0.00	0.00	0.00	2.94
Community Health Agency	0.00	2.94	0.00	0.98	1.96
Multiple Setting	0.00	0.00	0.98	0.98	2.94
Other	0.00	0.00	0.00	0.98	1.96
Work Experience					
0-4 Years	1.96	2.94	6.86	12.75	8.82
5-14 Years	0.00	1.96	5.88	6.86	34.31
15-24 Years	0.00	0.00	1.96	0.98	9.80
25-34 Years	0.00	0.00	0.00	0.98	0.00
> 35 Years	0.00	0.00	0.00	0.00	0.98

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Appendix Q

Graduate Nurse Selected Item Analysis by Frequency of Performance, Setting and Years of Experience

(Numbers reported are percentages of MS/PhD respondents)

MS/PhD Nurses N = 75

Item 173: Develop process and procedure for human rights protection

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)					
Hospital (50-99)	0.00	2.67	0.00	1.33	0.00
Hospital (› 100)	0.00	6.67	4.00	5.33	8.00
Clinic	0.00	0.00	0.00	1.33	1.33
Nursing Home/ICF (0-99)	0.00	0.00	1.33	0.00	0.00
Nursing Home/ICF (›100)	0.00	1.33	0.00	0.00	0.00
Home Health Agency	0.00	0.00	0.00	1.33	0.00
Community Health Agency	0.00	2.67	0.00	0.00	5.33
Multiple Setting					
Other	2.67	13.33	6.67	17.33	17.33
Work Experience					
0-4 Years	0.00	0.00	1.33	1.33	1.33
5-14 Years	1.33	10.67	4.00	13.33	17.33
15-24 Years	0.00	10.67	5.33	4.00	10.67
25-34 Years	0.00	5.33	0.00	5.33	1.33
› 35 Years	1.33	0.00	1.33	2.67	0.00

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill

Item 227: Write a grant/contract proposal

	Yes				No
Setting Type	A	B	C	D	E
Hospital (0-49 beds)					
Hospital (50-99)	0.00	2.67	0.00	0.00	1.33
Hospital (> 100)	0.00	10.67	2.67	4.00	6.67
Clinic	0.00	0.00	0.00	1.33	1.33
Nursing Home/ICF (0-99)	0.00	0.00	0.00	0.00	1.33
Nursing Home/ICF (>100)	0.00	1.33	0.00	0.00	0.00
Home Health Agency	0.00	0.00	0.00	0.00	1.33
Community Health Agency	0.00	4.00	0.00	1.33	2.67
Multiple Setting					
Other	2.67	26.67	6.67	2.67	18.67
Work Experience					
0-4 Years	0.00	1.33	0.00	1.33	1.33
5-14 Years	1.33	14.67	6.67	5.33	18.67
15-24 Years	0.00	21.33	1.33	1.33	6.67
25-34 Years	0.00	8.00	0.00	1.33	2.67
> 35 Years	1.33	0.00	1.33	0.00	2.67

Where A = Possess the skill, perform it more than once per month

Where B = Possess the skill, perform it less than once per month

Where C = Possess the skill, but have never performed it

Where D = Possess the skill, but it is not required in current job

Where E = Does not possess the skill